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ABSTRACT

This report on a week-long seminar on Instructional Materials for English Language Teaching, attended by 250 delegates from 20 countries and territories, contains the various speeches and papers presented as well as lists of the seminar planners, organizers, and participants. Included are the summary and proceedings of each of ten workshop meetings and summaries of papers and reports presented for discussion periods at thirteen plenary sessions. (HW)

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Southeast Asian Ministers of Education Organization

REGIONAL ENGLISH LANGUAGE CENTRE

REPORT OF THE REGIONAL SEMINAR ON INSTRUCTIONAL MATERIALS FOR ENGLISH LANGUAGE TEACHING 1972

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INTRODUCTION

THE AIMS AND ACHIEVEMENTS OF THE SEMINAR

Since the early days of planning for the development of RELC, the need for more effective instructional materials for use in Southeast Asia has been stressed. It is for this reason that one of the main functions of the Centre since its inception has been "to collect, evaluate, produce and distribute instructional materials related to the teaching of English." Materials that follow a particular national syllabus and materials that respond to specific regional needs are required. English language teaching materials currently in use frequently compare unfavourably with materials for other subject areas because they fail to reflect recent educational advances and the aspirations of students in the 70's. It is to focus the attention of the region on this situation that this Seminar was convened.

The Seminar brought together some of the leading authorities on instructional materials for English language teaching from both within and outside the Southeast Asian region as well as educationists and scholars actively concerned with the preparation and production of materials for English language learning and teaching. The Seminar had the following objectives:

To REVIEW the present status of instructional materials for English language teaching in SEAMEO countries;

To DISCUSS recent developments in the content, organization and format of instructional materials;

To EXAMINE the role of programmed materials in English language teaching; and

To CONSIDER the definition of objectives at different levels, the organization of projects, and the writing, production and evaluation of instructional materials for SEAMEO countries.

These objectives were approached through plenary sessions of the Seminar at which papers on, generally speaking, theoretical matters were delivered and discussed and through ten small workshops which tackled more practical and specific tasks.

The first plenary session, as has now become usual at RELC seminars, was devoted to "country reports", on this occasion to reports on the present status of instructional materials in the eight member countries of the SEAMEO region. This was immediately followed by a report on the RELC programme in instructional materials development by the Centre's Specialist in this field. Then came 11 papers delivered by linguists, TESL/TEFL specialists and persons concerned with instructional materials development both within and outside the Southeast Asian region. These papers covered a very wide range of relevant topics; two papers dealt from a theoretical point of view with the design and development of instructional materials programmes and three papers were devoted to specific projects, one concerned with teaching all the language skills, one with the teaching of reading and one with language teacher training. The relationship between instructional materials preparation and applied linguistics and sociolinguistics was the theme of three papers, and two approaches to the solution of problems in particular areas of language teaching were described, one theoretical and one practical. Finally, and appropriately, a publisher spoke on the practical aspects of instructional materials preparation and production.

After the plenary sessions, the Seminar broke up into ten workshop groups to consider specific topics within the broad general area of instructional materials preparation. Four of the workshops began with the reading of a paper and all of them called upon the services of the consultants, G. Dykstra, F.C. Johnson, A. Spicer, R. Jacobs and H.V. George. Four workshops focussed on materials for teaching particular skills, two for reading, one for writing and one for the oral skill. Two workshops tackled the problem of English courses for tertiary level students. One of the stated objectives of the Seminar was to examine the role of programmed instruction in language teaching and one workshop devoted itself to this topic. The remaining three groups worked on the organization of an instructional materials project, evaluation criteria for such projects and the content of a course in instructional materials for teacher training.

At RELC's 1969 Seminar on New Developments in the Theory and Methods of Teaching and Learning English, the word which was heard most frequently was "eclectic". No single leitmotiv was sounded in 1972; nevertheless, two important points were touched on by speaker after speaker. First, the emphasis was placed on learning and the learner rather than teaching and the teacher. The awareness that each individual had his own learning style led many speakers to stress the

importance of individualized instruction. Here, of course, the role of instructional materials becomes central. Secondly, little was heard of materials which concentrated on linguistic forms - the call was to teach English for purposes of communication. This is a very different emphasis from that of a few years ago.

The report which follows contains the "country reports" in full, together with the account of RELC's programme in instructional materials development, summaries of the 15 papers presented at the Seminar and a full account of the subsequent discussions and the workshop deliberations. Considerations of space have prevented us from printing each paper in full. However, eight of the papers can be found in toto in the joint June-December 1972 issue of the RELC Journal. The opinions expressed in the following report are, of course, those of the speakers and do not necessarily represent the views of RELC.

In conclusion, the Regional English Language Centre would like to record its grateful thanks to all those who delivered papers, who chaired plenary and workshop sessions and who acted as rapporteurs. Their willing and enthusiastic contributions are acknowledged with deep appreciation.

The Regional English Language Centre would also like to record its appreciation of the generous financial support provided towards the Seminar by the Luce Foundation.

ADDRESS OF WELCOME BY MRS TAI YU-LIN,
DIRECTOR, SEAMEO REGIONAL ENGLISH LANGUAGE CENTRE,
AT THE OPENING CEREMONY OF THE RELC REGIONAL SEMINAR
ON "INSTRUCTIONAL MATERIALS FOR ENGLISH LANGUAGE TEACHING"
ON 5 JULY, 1972

Your Excellencies, Distinguished Delegates, Ladies and Gentlemen:

On behalf of the Regional English Language Centre, I have great pleasure in welcoming this distinguished body of scholars to the Centre's Regional Seminar on "Instructional Materials for English Language Teaching". First and foremost I would like to express my sincere gratitude to His Excellency Mr Lim Kim San, Minister for Education of the Republic of Singapore, for coming here to honour us by declaring open this important meeting of language educationists in Southeast Asia. This is the Centre's first international seminar held in the new RELC Building. The presence of the Minister for Education of the Government which hosts the Regional English Language Centre is most appropriate and augurs well for the work of the Seminar. It also gives me much joy in welcoming warmly Mr Kwan Sai Kheong, Permanent Secretary and Director of Education of the Republic of Singapore. Mr Kwan is an important architect of the Southeast Asian Ministers of Education Organization and has been my guide, philosopher and friend since the idea of RELC was first conceived in Singapore in the year 1966. The presence of Mr Kwan Sai Kheong at an RELC occasion never fails to give me and my staff that special sense of satisfaction. My grateful thanks are due to Dr Sudjono D. Pusponegoro, Director of our Organization's Secretariat in Bangkok, who graciously accepted our invitation to be with us. I would also like to express a very warm welcome and my thanks to the many distinguished guests who have endorsed the importance of the Seminar by being present at the Opening Ceremony. RELC is greatly honoured by the presence of representatives and heads of missions of no fewer than twenty governments. We are deeply grateful for the interest and support expressed.

It is my great privilege and pleasure to extend a warm welcome to the distinguished participants who have come to this Seminar from more than eighteen countries. In addition to strong teams of senior personnel in the field of English language teaching and specialists concerned with the preparation and production of instructional materials for teaching English as a second or foreign language from the eight SEAMEO member countries - namely Indonesia, Khmer Republic, Laos, Malaysia, Philippines, Singapore, Thailand and Vietnam - we have with us at the Seminar a large number of eminent educationists and scholars who are authorities in the matters of

instructional materials preparation, production and evaluation, and they have come to the Seminar from Australia, Hong Kong, Iran, Korea, New Zealand, Taiwan, Territory of Papua and New Guinea, the United Kingdom and the United States of America. The 250 participants represent their governments, universities, educational institutions, professional organizations, educational research centres, foundations and international bodies. A special welcome is extended to our representative of UNESCO. At the UNESCO Third Regional Conference of Asian Ministers of Education it was recommended that there be closer cooperation between SEAMEO, UNESCO and other UN agencies. We look forward to having UNESCO representation in all major SEAMEO functions. Also at the Regional Meeting of Experts on Teaching English in Asia convened by the Japanese National Commission for UNESCO in Tokyo, September last year, it was recommended that there be wider regional cooperation in efforts to improve the teaching of English as a second or foreign language in Asian countries. The recommendation was that the Regional English Language Centre in Singapore extend its services to more countries in Asia that are beset with similar problems in English teaching. It is, therefore, of particular gratification to me that we have no fewer than twelve Asian countries represented at this RELC Seminar. In fact, the official delegates of Korea and Iran at the UNESCO meeting in Tokyo are present with us.

This is the seventh Regional Seminar of the Regional English Language Centre. The Centre is in its fourth year of operational activities. The seminar follows the pattern of the two previous Seminars in 1969 and 1970 on "New Developments in the Theory and Methods of Teaching and Learning English" and "English Language Testing" held in Singapore and Bangkok respectively. Once again we are very much encouraged to see so many of our friends who were with us in the 1969 and 1970 Seminars back with us this year. We thank them for their friendship and support. We are also most pleased to see a good regional representation of Southeast Asian educationists who have come as participants outside the official delegations of SEAMEO member countries. It gives me added delight, as Director of RELC, to see so many members of the RELC alumni returning to the Centre to attend this Seminar. RELC was created by our Southeast Asian Ministers of Education to solve problems of teaching English as a second or foreign language in an Asian context. We need the contributions of Asian educationists in order that we may always be realistic in tackling our educational problems.

In recent years much is said about the need for a systematic approach to educational change - change in teaching methods, in curriculum, in the teacher's role and in standards of achievement. There is need for careful definition of objectives and ordering of priorities in every aspect of education so that there may not be diffusion of effort and wastage of our resources. Educational

alternatives and various means for achieving objectives must be examined in our search for quality and effectiveness of instruction. At the same time, costs in terms of money, time and effort must be carefully considered. If we talk about the development of appropriate curriculum we must be prepared to try out new methods and new instructional materials more relevant to the learner and to the society. Furthermore, feedback and evaluation procedures ought to assume a place of importance so that we may measure results as an integral part of every educational programme we develop.

In the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia convened by UNESCO held in Singapore last year, there was much discussion on problems resulting from the expansion of education systems which call for a sharp increase in the supply of qualified teachers at all levels of education. The discussions reflected a widespread recognition of the urgent need to develop new methods and techniques for the preparation of teachers and an integrated approach to reorganizing overall structures and patterns as well as reorientating curriculum, instruction and methods.

This Seminar on "Instructional Materials for English Language Teaching" has been convened with the same objectives in mind. The Seminar topic came from the Centre's governing body at its meeting in June last year. Educationists in the SEAMEO region decided that in the area of teaching English as a second or foreign language one of the most urgent tasks to be carried out should be a critical and in-depth examination of the curriculum for English teaching and the instructional materials currently in use. If English as a second or foreign language is given a place in the national education systems of Southeast Asian countries and is assigned an important role to complement national efforts in accelerating the pace of development in the economic, scientific and technological fields, the goals for English instruction, the instructional techniques and materials deserve serious reconsideration. The content of English instruction must be made relevant to Asian aspirations and progress in education.

Thus, the objectives of our Seminar are:

1. To review the present status of instructional materials for English language teaching in SEAMEO countries;

2. to discuss recent developments in the content, organization and format of instructional materials;

3. to examine the role of programmed materials in English language teaching;

4. to consider the definition of objectives at different levels, the organization of projects, and the writing, production and evaluation of instructional materials for SEAMEO countries.

The wealth of scholarship and experience around us gives assurance that the Seminar deliberations in the next seven days will be thought-provoking and worthwhile. I express the sincere hope that everyone will find the week professionally profitable and stimulating. I also hope that our many friends from outside Singapore will be able to find time in between working sessions to discover what Singapore has to offer and to make their stay in the Republic both enjoyable and meaningful.

A seminar on instructional materials cannot be complete without a display of instructional materials. Concurrently with the Seminar, an exhibition of instructional materials for English language teaching prepared in and outside Southeast Asia has been mounted with the cooperation of twenty publishers and educational organizations. The display depicts the scope and range of materials available for teachers and learners of English. On behalf of the Regional English Language Centre, I wish to express my grateful thanks to all our publisher friends who have set up once more a fine exhibition at an RELC seminar for the benefit of our participants. We cordially invite all guests and Seminar participants to view the exhibition after the reception at the end of the opening ceremony. The exhibition will be on throughout the Seminar period so that participants of the Seminar will have the opportunity to examine closely the materials on display.

And now, it is my pleasant duty to call upon Dr Sudjono Pusponegoro, Director of the Southeast Asian Ministers of Education Secretariat, to give us his address.

ADDRESS BY DR SUDJONO D. PUSPONEGORO, SEAMES DIRECTOR,
AT THE OPENING CEREMONY OF THE RELC REGIONAL SEMINAR
ON "INSTRUCTIONAL MATERIALS FOR ENGLISH LANGUAGE TEACHING"
ON 5 JULY 1972

Your Excellency, the Minister of Education, Singapore,
Your Excellencies,
Honoured Guests,
Distinguished Delegates,
Ladies and Gentlemen:

First of all, I would like to say how very happy and privileged I feel to be present at this Opening Ceremony of the Regional Seminar on Instructional Materials for English Language Teaching, the first to be organized by the Regional English Language Centre at its new and permanent home into which the Centre moved in May this year.

In this connection, I would like to express my sincere appreciation to Mrs Tai Yu-lin, Director of the Regional English Language Centre, for her kind invitation to attend and address this occasion.

This Seminar, the seventh in the series organized by the RELC to date, is the third one of international scope. The first seminar was held in Singapore in 1969 on the theme "New Developments in the Theory and Methods of Teaching and Learning English", and the second was in Bangkok in 1970 on "English Language Testing". The success of both these seminars, I am pleased to recall, was most gratifying, each having been attended by well over 200 participants from no fewer than 16 countries.

This Seminar aims to bring together some of the leading authorities on instructional materials for English language teaching from both within and outside the SEAMEO region. The participants are senior personnel in the field of English language teaching; those actively concerned with the preparation and production of materials for English language learning and teaching in Southeast Asia; leading scholars and educators from outside the region; and the 24 members of of the current RELC Three-Month Specialized Advanced Course in Production and Evaluation of Instructional Materials. With such qualified participants and expertise, coupled with the meticulous planning, preparation and programming of the activities, I have not the least doubt that this Seminar, like the previous two, would attain its objective and produce fruitful and valuable results. I am

particularly delighted to learn that there are some 250 participants from more than 18 countries, including Australia, Hong Kong, Egypt, Iran, Japan, Korea, New Zealand, Papua and New Guinea, Taiwan, the United Kingdom, the United States, and the eight SEAMEO member countries.

The RELC, as one of the six SEAMEO Regional Centres, has as its primary objectives the improvement of the standards of teaching and learning English as second or foreign language in the member countries of SEAMEO. This is being done to complement the programmes for the teaching of official and national languages, and other formal and non-formal educational programmes so as to accelerate development in the fields of trade, commerce, science and technology in the Southeast Asian region.

Apart from its programmes in training, research and instructional materials, the RELC attaches great importance to conducting regional seminars aimed at promoting better understanding of English teaching and learning problems as well as bringing together specialists in the teaching of English from not only the member countries but also outside the region for concerted efforts in finding solutions to the problems. The present Seminar, therefore, constitutes one of the major activities of the RELC programme for the current year and SEAMEO would like to record its appreciation of the generous financial support that the Luce Foundation has given for this Seminar.

Operating on an interim basis from July, 1968 at Watten Estate in temporary quarters with modest facilities, a small staff and limited financial resources, the RELC entered into permanent phase of operation this January and, just three months ago, moved into its present commodious premises with added and modern facilities, which you will have the opportunity to see for yourselves during the course of the Seminar.

Hand-in-hand with the development of its physical facilities, the progress and achievements of the RELC during the past four years, I am proud and happy to say, have indeed been tremendous, impressive and commendable so that today its reputation as a Centre of Excellence has spread beyond the shores of this island State and the boundaries of the SEAMEO region to many peoples, institutions and governments around the world. As testimony to this, I would like, with your kind permission, to read extracts from a report on the RELC made by one of SEAMEO's major donors:

> "The SEAMEO Regional English Language Centre is rapidly gaining recognition internationally as an

> outstanding Centre for training and research in the field of teaching English as a second or foreign language. This has been evident in the range of inquiries and requests coming to the Centre from all parts of the world, including inquiries from professionals in this field, regarding staff positions and opportunities for employment. In early 1972 there was an exchange between the RELC and the East-West Center in Hawaii, which illustrated this growing international posture of RELC. The RELC emerges as one of the success stories of the Southeast Asian Ministers of Education Organization, serving the problems and needs of the Southeast Asian countries in particular in the field of English language teaching but at the same time earning wide recognition outside the region as a dynamic Centre for training and research in its field of endeavour."

Also, the Regional Meeting of Experts on the Teaching of English in Asia held in Tokyo from 16th through 22nd September, 1971, taking due note of the activities and achievements of the Regional English Language Centre, made certain recommendations which speak very well of the RELC. One of the recommendations was that the RELC extend its services to more countries in Asia that are beset with similar problems in English teaching. This was thought desirable since establishment of other Centres would duplicate the efforts of the Southeast Asian Governments and would involve tremendous financial commitments.

As the Director of the Secretariat of the Southeast Asian Ministers of Education Organization, it gives me great pleasure on this occasion to extend my congratulations to the Director and staff of the RELC for the excellent work that they have accomplished up to now. I am confident that under the capable and dynamic leadership of Mrs Tai, backed by the devotion and loyalty of her industrious and competent staff, the RELC, now with more and better facilities as well as additional staff, will be able to achieve still greater success in the years ahead, thereby enhancing further its reputation as a Centre of Excellence.

I would also like to take this opportunity to express SEAMEO's profound appreciation and gratitude to the host of generous supporters and donors for their kind and invaluable cooperation and assistance given to the RELC, all of which have contributed, in no small measure, to the development, progress and achievements of the RELC to date. My hope is that such support and assistance will continue and even increase as the years go by.

In closing, may I say how very delighted I am to see such a large gathering of participants, friends and well-wishers on this occasion. While I have no doubt the participants will find the Seminar interesting and worthwhile, it is my hope that they will also be able to find time to enjoy the many attractions of this fascinating city. Finally, I would like to thank H.E. the Minister of Education, Singapore, for his gracious presence and consent to declare open the Regional Seminar on Instructional Materials for English Language Teaching.

Thank you.

OPENING ADDRESS BY HIS EXCELLENCY MR LIM KIM SAN,
MINISTER FOR EDUCATION, SINGAPORE,
AT THE OPENING CEREMONY OF THE RELC REGIONAL SEMINAR
ON "INSTRUCTIONAL MATERIALS FOR ENGLISH LANGUAGE TEACHING"
ON 5 JULY, 1972

Mr Chairman,
Distinguished Participants,
Ladies and Gentlemen:

It is paradoxical that the use of the English Language should spread more rapidly after the decline of the British Empire than during its heyday. But all the available evidence points that way. Before World War II, the English-speaking world consisted of a few countries where English was spoken as a native language. To-day, English is the official language in 29 countries and one of the official languages in 15 others, including Singapore. It is spoken as a native language by 267 million people and as a second language by another 240 million. The total of over 500 million English speakers still ranks second to the 700 million Chinese speakers, but in terms of international usage, the English language has no peer. It has replaced French as the favoured language of diplomacy and of international debate. It is the language used for 50% of all scientific publications, 60% of all radio broadcasts and 70% of the world's mail. English has become the lingua franca of the world.

In Southeast Asia, the developing nations are naturally very anxious to preserve their own language and culture. But increasingly there is general recognition that the English Language is an indispensable tool in the process of modernization and economic development. In Singapore, for example, English is one of four official languages, the others being Chinese, Malay and Tamil. Our children of school age, who form one quarter of our population, can attend schools using any one of the four official languages as the medium of instruction, the choice being exercised by their parents. They must, however, study one of the other official languages as a second language right from the first grade. The result is that every child in school studies English either as a first language or as a second language. Let me emphasize again that this has come about not by deliberate design but by free choice. Our citizens, being noted for their pragmatic approach to life, are aware that Singapore's survival depends on trade and industry, on its becoming a centre of communications, of banking and finance. They realise that, in all of these economic activities, English has a vital role to play.

I cannot speak for the other countries in Southeast Asia, but one thing is clear: the member countries of SEAMEO have an abiding interest in improving the teaching and learning of English as a foreign or a second language; otherwise they would not have agreed to establish the Regional English Language Centre for this purpose. When SEAMEO decided to launch this project and looked around for a suitable location, Singapore, with its widespread use of English, was the logical choice. The Centre began operations in July 1968 in a modest building provided by the Singapore Government. In the four years of its existence it has provided courses to over 200 key educators in the region. One measure of its success is the fact that every member country of SEAMEO has sent its full quota of scholars to all the courses so far conducted by the Centre. What is even more significant, RELC is beginning to be known among similar institutions all over the world as a centre where good work is being done.

The Centre moved into this new building, its permanent home, in May this year. Some of you may wonder why it is necessary to have an 18-storey building to house an academic institution with a relatively small student body. The answer is that the building is used by two separate entities which complement each other. The greater part of the building, financed by a generous donation from the United States Government to SEAMEO, is occupied by the Centre itself with ample teaching facilities, administrative offices and living quarters for staff and students. The other part of the building, financed by the Singapore Government, is taken up by the International House which has excellent conference and exhibition facilities as well as comfortable living accommodation for conference participants. Travelling scholars, staff members of SEAMEO's Secretariat and regional centres, officials and guests of SEAMEO member countries and representatives of international agencies, among others, are welcome to use the facilities of the International House. The income generated by its facilities will be used to defray part of the Centre's operational cost, which has been underwritten by the Singapore Government for at least five years.

This Seminar is the first major regional meeting that the Centre has organised since moving into this building. It is most appropriate that the RELC's new home should be baptised by such a distinguished gathering of experts in English Language teaching. The subject of the seminar is of interest to all the member countries of SEAMEO, particularly to Singapore, which has plans to expand its Educational Television Service into an Educational Media Service whose functions will include the production of instructional materials to serve national needs initially and regional needs at a later stage, if there is a demand. I am sure that the planners of the Educational Media Service can learn a great deal from the report

of your proceedings. On that note, I should like to conclude by extending a very warm welcome to the distinguished participants, consultants and observers attending this Seminar, which I now have pleasure in declaring open.

MESSAGE FROM THE GOVERNMENT OF AUSTRALIA TO THE SEMINAR

Delivered by H.E. Mr N.F. Parkinson
Australian High Commissioner
Office of the High Commission for Australia
Singapore

Minister, Your Excellencies, Mrs Tai, ladies and gentlemen:

During the two years I have been in Singapore, I have seen the Regional English Language Centre emerge from the position of a little known regional organisation tucked away amongst the trees in a corner of Watten Estate, which then when referred to was received with blank and uncomprehending expressions, to a booming regional centre proudly standing in Orange Grove Road which now when referred to, brings the retort "Oh, the building in whose shadow the Shangri-la stands." The growth in R.E.L.C.'s physical stature accurately reflects its growth in status and utility. The Australian Government has supported R.E.L.C. financially since 1970 and I am pleased to be able to say that Australian assistance to the Centre will continue.

The importance of the Centre's work should not be underrated. In an area which could otherwise be fragmented by its linguistic diversity, English as a second or foreign language has a significant role to play in providing a means of international communication and co-operation to the mutual benefit of all countries of the region. It has also a significant role as an educational tool in the region, a fact which is reflected by the use of English as the medium of instruction in the various regional centres operated by SEAMEO, whatever their field of specialisation.

English is a fascinating language which has undergone many mutations but it has never been an easy language. Think of Old and Middle English - even such a master of words as Chaucer found difficulty with the language at that time, remarking that "Myn Englissh eek is insufficient." Modern English developed from the 16th century and the marvellous flowering of the language towards the turn of that century - Shakespeare, Marlow and the King James I Bible. But this process of evolution has continued and today English as a language is by no means static and this does present problems. From the United Kingdom we hear many different accents, new words and new meanings to old words - I have never myself, understood one word that the Beatles uttered unless it was LERV, LERV, LERV. We have the problem of American English and you will recall George Bernard Shaw's remark that America and England were

two great countries, divided by a common language. Australia, in its own way, has made many original contributions to English and that distinguished scholar Prof Afferbeck Lauder has passed Strine into everyday usage. But all these variations and differences are the strength of a living language and I hope the R.E.L.C. doesn't worry too much about "standard English".

I have no wish to discuss in detail the assistance provided by Australia or the other donor countries to R.E.L.C. I feel, however, that the contributions made to R.E.L.C. by the Singapore Government cannot go unnoticed. The Singapore Government's generosity in meeting half the capital costs of this very impressive building and its underwriting of the Centre's operating costs are major ingredients in R.E.L.C.'s success. An equally significant contribution is the insurance the Singapore Government has taken out to ensure this new building is put to proper use. That insurance is of a blue-chip variety in the form of Mrs Tai Yu-lin. The Regional English Language Centre is synonymous with Mrs Tai and its success is her success. The only thing I cannot understand is why the Ministry of Education has not noticeably diminished in efficiency since Mrs Tai was plucked from it.

The participants from all over the world who have come to Singapore to attend this Seminar on Instructional Materials for English language teaching bear testimony to R.E.L.C.'s standing in the field of teaching English as a Second or Foreign language. I know a great deal of work has gone into the preparations for the Seminar and I have no doubt those efforts will bear fruit. I offer best wishes both on behalf of my government and of myself to R.E.L.C. and to the Seminar participants.

MESSAGE FROM THE EDUCATION DEPARTMENT, HONG KONG, TO THE SEMINAR

Delivered by Mr N.M. Ho
Deputy Director of Education
Education Department
Hong Kong

Your Excellencies, Ladies and Gentlemen:

As a delegate of Hong Kong I am pleased to say that the Education Department of the Hong Kong Government is very happy to be associated with the 7th Regional Seminar of RELC.

Although Hong Kong is not a member of SEAMEO, a very close relationship has been gradually built up between the Organisation and the Hong Kong Government during the past four years. Since 1968 Hong Kong has been officially involved in no less than eight SEAMEO events and will be engaged in three more in the near future.

Our present Director of Education, Mr J. Canning, made initial contact with the Organisation in April 1968 when he attended the RELC Seminar in Singapore on the training of English language teachers. This was followed in 1969 by three events which materially helped to bring about the close cooperation with the Organisation which now exists - namely, the participation as observer of a Hong Kong Government representative at the 4th Conference of Southeast Asian Ministers of Education at Djakarta in January, and at the 4th Seminar of RELC in Singapore in June; and, more directly, the 6th Meeting of the Co-ordinating Committee of RELC which was hosted in October by the Hong Kong Government. This was the first time that such a meeting had been held outside the SEAMEO member countries.

In May 1970 an observer was sent to the 5th RELC Seminar in Bangkok, and in the same year Hong Kong participated for the first time in one of the four-month Intensive Courses in the Teaching of English as a Second/Foreign Language at RELC, from August to December. It was clear that our participant, a college of education English language specialist, had derived great value from this Course and as a result two more participants were sent in response to the Director of RELC's invitation to participate in the four-month Intensive Course held in the second half of 1971.

This year is also a very busy one, for in addition to the present Seminar, Hong Kong will once again participate in the RELC four-month Intensive Course and will strengthen its contacts with the Regional Centre for Education in Science and Mathematics by sending a delegate to the UNESCO-RECSAM Workshop on Integrated Science Teaching in Asia, to be held in Penang in July and August. Finally, Hong Kong will again have the great pleasure of acting as host to another major SEAMEO function - the second annual meeting of the Governing Board of RECSAM in September.

I would like to conclude by thanking the Director of RELC for inviting the Education Department of Hong Kong to participate in this Seminar. Best wishes to you all. Thank you.

MESSAGE FROM THE GOVERNMENT OF PAKISTAN TO THE SEMINAR

Delivered by Mr M.S. Islam
Charge d'Affaires
Embassy of Pakistan
Singapore

Hon'ble Minister for Education,
Distinguished representatives of SEAMEO countries,
Director, RELC,
Your Excellencies,
Ladies and Gentlemen:

It gives me great pleasure to congratulate the SEAMEO countries on the establishment of Regional English Language Centre in this well-planned and commodious building in Singapore. I wish the organisers and participants in the Seventh Regional Seminar on "Instructional Materials for English Language Teaching" every success in their deliberations.

The outstanding importance of English among the languages of the world is indeed a matter of common knowledge. Although it is not a language used by the greatest number of native speakers - this pride of place is held by Chinese - it is spoken by an estimated 250,000,000 native speakers and is far more widespread than Chinese. It is the language of commerce and the second language of many countries which formerly had French or German in that position. Its utility as a language of diplomacy is also unquestioned. Last but not the least, the knowledge of English is of great help in understanding and keeping pace with the breathtaking speed of scientific and technological advancements of the modern age.

No living language is static in character. The special dynamic characteristic of the English language, according to linguistic experts, is the extreme receptiveness of its vocabulary to borrowing from other languages.

English Language is one of the established compulsory subjects from 6th grade upto B.A./B.Sc. level in Pakistan. Unfortunately the public examinations have shown the highest rate of failures of our students in this subject. This situation has justified revision of outmoded curricula and improvement of methods of teaching English.

The Government of Pakistan has recently announced a very comprehensive Education Policy. This Policy inter alia includes

introduction of new methods and techniques of teaching various subjects including English in order to improve the standard of education in the country. This Policy also envisages starting educational television and radio broadcasting to enrich student knowledge in school subjects. English is already being taught through radio broadcasts in some parts of the country.

In pursuance of the recommendations of the recent Education Policy of the Government, the curricula of English Language are going to be modernised. For this all the provincial governments are setting up separate curriculum revision committees. For the improvement of methods of teaching English, separate committees are also being set up to revise the teacher training curricula for teaching of English.

In order to produce unconventional teaching materials, an experimental project has been launched to prepare programmed textbooks in various subjects including English. The basic data on this subject has already been collected and is being analysed at the Institute of Education and Research, University of the Punjab, Lahore.

Pakistan has keen interest to collaborate with other Asian countries, particularly those which have English as a compulsory subject in their syllabi at different levels of education. Any offer of collaboration from the members of SEAMEO would be particularly welcome.

The Seventh Regional Seminar organised by Regional English Language Centre in so far as it seeks to use modern tools for teaching the English language is indeed a step in the right direction. The fact that it has been inaugurated by the Hon'ble Minister for Education invests the occasion with the importance it deserves.

I close by wishing again god-speed to the deliberations of the representatives of Southeast Asian Ministers of Education Organisation countries in this Seminar.

Thank you.

MESSAGE FROM THE GOVERNMENT OF NEW ZEALAND TO THE SEMINAR

Delivered by H.E. Mr H.H. Francis
New Zealand High Commissioner
New Zealand High Commission
Singapore

Madam Director,
Mr Minister,
Excellencies,
Ladies and Gentlemen:

Some years ago I gave a talk to a group of students at a Mid-West University in the United States.

After it was over a pretty girl came up to me and said "I didn't understand a word you said - but your accent sure is cute".

I tell this story to show how essential English Language Centres are - and especially for those of us who think we are speaking our native language.

I am delighted, therefore, to be here to represent the New Zealand Government at the opening of this Seventh Regional English Language Centre Seminar.

I am all the more pleased as this is the first time that the RELC Building has been used for a full scale international meeting.

It is only a short time ago that the Regional English Language Centre was established.

We have only to look around to see how much has been achieved since then.

The progress made has indeed been astonishing.

Right from the start the staff of the Regional English Language Centre were engaged not only in planning for the future but also in conducting highly effective training courses in linguistics and language teaching.

The credit belongs to many people.

But a special word of praise should go to the charming and efficient lady who is Director of the Centre.

New Zealand has welcomed the opportunity to be associated with the RELC in its developing years.

I am confident that that close association will be maintained in the years ahead.

Quite apart from other forms of assistance, New Zealand has been happy to provide experts in teaching English as a second language to work at the Centre on short term assignments.

Mr George, who will be representing New Zealand at this seminar, should be speaking instead of me. He could tell you that the flow of knowledge and expertise has not been all in one way.

The New Zealanders who have worked at the Centre have found the experience they have gained invaluable for their work at the English Language Institute in Wellington.

This Centre is a very practical example of the benefits that come from tackling problems on a regional basis.

Southeast Asia, as a fast developing area, will have many difficulties to overcome.

Those difficulties, however, will become less daunting if resources can be pooled and if experience can be shared.

This Centre must be a growing source of encouragement to all those who are working, in many fields, to broaden the areas of cooperation between the countries of Southeast Asia.

My Prime Minister, the Right Honourable John Marshall, has asked me, on behalf of the New Zealand Government, to congratulate all those who have worked so hard to establish the RELC and to wish the participants in this Seminar a stimulating and successful meeting.

MESSAGE FROM THE GOVERNMENT OF THE UNITED KINGDOM TO THE SEMINAR

Delivered by Mr W.J. Watts
Acting High Commissioner
British High Commission
Singapore

As the representative of the small island, part of which was the original home of the English language, I am very pleased to attend this opening ceremony of the 7th Regional Seminar on English Language Teaching. As an Englishman I am proud that our language is now widely used throughout the world. This has widened the abundant variety of accents, and occasionally of spelling and vocabulary to which Mr Parkinson referred. This adds interest and is the mark of a living language. No one has any right to claim a monopoly of correctness.

In his speech the Minister remarked that English had become the language of international finance and trade. This is so and the thought occurred to me that if some way could be found to levy a very small service charge on all those letters then the Chancellor of the Exchequer would not need to worry about the future of the £ sterling.

Since the idea of an English Language Centre for the South East region was first put forward, my Government and British Academic Institutions have, mainly through the British Council, and our Overseas Development Administration, given the project the fullest possible support. Over the years substantial assistance has been made available in the form of professional teaching staff and the provision of equipment and books. It is a mark of our continuing interest that Professor Spicer from Essex University will be attending the Seminar to present a paper and to assist in the 3 month professional course which follows.

This will be the first Seminar to take place in the Regional English Language Centre's fine new building. We have all been impressed by the vigour and imagination which has gone into the planning and construction of the Permanent Centre of which the Southeast Asian Ministers of Education Organization and the Singapore Government can be proud. To participants from all parts of the region and elsewhere I extend my best wishes for a lively and profitable Seminar; and to the Director and Staff of the Centre all success in the new phase of expansion in their work which has now begun.

MESSAGE FROM THE GOVERNMENT OF THE UNITED STATES OF AMERICA TO THE SEMINAR

Delivered by Mr John J. O'Neill, Jr.
Charge d'Affairs ad interim
Embassy of the United States of America
Singapore

Mr Minister, Mrs Tai, Your Excellencies, Ladies and Gentlemen:

It is a great pleasure to speak briefly to this seminar on "Instructional Materials for English Language Teaching." It is particularly pleasing since it affords me an opportunity to commend what I consider the truly fine job being done by the Regional English Language Center in contributing to the improvement of the teaching of the English language throughout Southeast Asia.

Since its inception just a few short years ago, RELC has come a long way in a short time. It has gained international recognition as an outstanding center for training and research in the teaching of English as a second language. Inquiries and requests from professionals all over the world testify to RELC's growing stature. The current cooperation between RELC and the East-West Center at the University of Hawaii exemplifies this.

Such acknowledged success came during RELC's stay in overcrowded temporary quarters. This beautiful new building, housing one of the finest linguistic libraries to be found anywhere, will undoubtedly further promote the goals of RELC by allowing increased numbers of trainees to participate in courses -- to use better equipment and finer facilities.

The United States is proud of its association with RELC. We find its accomplishments great and have confidence that its achievements will continue.

I want to thank Mrs Tai and RELC for the invitation to be here today, and on behalf of the United States Government offer my best wishes for an enlightening and successful seminar.

MESSAGE FROM UNESCO TO THE SEMINAR

Delivered by Dr G.L. Arvidson
Specialist in Educational Research & Development
UNESCO Regional Office for Education in Asia
Thailand

Your Excellencies, distinguished guests and participants, ladies and gentlemen:

It is my brief but very pleasant duty to transmit to the Regional English Language Centre the congratulations and best wishes of Unesco on the occasion of the opening of the Regional Seminar on Instructional Materials for English Language Teaching.

Unesco is moved to offer congratulations because this is the first international seminar to be held in the new building. As I look at the facilities for meeting, learning, and living I want to say magnificent, magnificent. This is a very overworked word in the English language, as all participants will know, but right now I can think of no better word. I do not know of a more magnificent structure in Asia for the advancement of regional education. Congratulations to SEAMEO are therefore very much in order as the magnificent new home of its RELC project begins its regional work.

Unesco sends best wishes to the learned participants for a happy and productive time together during the course of the seminar. Some of you are from Asia, from different countries flying different flags, but you are united by the common aims of development through language. Some of you are from outside Asia, where differences may be greater, but you are drawn together by a mutual concern for solving problems through peaceful and reasoned discussions. To all participants, as well as to the Secretariat (whose participation in the organisation of such a large scale seminar is more strenuous than most people realise), Unesco sincerely offers its best wishes for a stimulating and successful seminar.

In recent years some people have asked about the difference between Unesco and SEAMEO. Some have even wondered which of us is redundant. There are differences, of course. When we, that is, Unesco, talks about <u>the region</u> we mean that vast sweep of geography that stretches from Iran through South-east Asia up to Japan, with a branch reaching over some Island Territories of the Pacific Ocean. It is a region that holds more than half the world's population, and an even higher proportion of its hopes for a better life.

When we talk of educational development in the Asian region we speak as one who has travelled that road for more than twenty years without yet glimpsing our destination. There are many other such differences between Unesco and SEAMEO, but our work is essentially the same. We both work for the peaceful development of Asia. Now if we both work for the same end, who is redundant? Neither is, because each organisation works to complement the other. Unesco provides expert services to Member States on request, but SEAMEO cannot. SEAMEO provides this magnificent regional training centre but Unesco could not. Unesco has sponsored many regional seminars in Asia but it has never had any programmes in the teaching of English.

We are simply two members of a rather large team of international organisations (some others of whom are represented here today) which regards a better life in Asia as a goal that all should strive for and which looks to education in its broadest sense as one way of reaching that goal.

So it is in the sense of being a team member that Unesco sends its good wishes to the Seminar, and to all who have joined the team now assembled in Singapore. The work that lies ahead of us in the next seven years is a challenge to all who have the interests of Asia at heart.

PLENARY SESSION I

REPORTS ON PRESENT STATUS OF INSTRUCTIONAL MATERIALS IN SEAMEO COUNTRIES

INDONESIA

Amran Halim

1. General

The directive of the Ministry of Education and Culture of the Republic of Indonesia No. 096/1967 issued on 12 December, 1967 states that the general aims and objectives of the teaching of English at the secondary school level in Indonesia are as follows:

a. to accelerate the process of national development;

b. to facilitate the maintenance of friendly relations with other peoples;

c. to promote national foreign policy; and

d. to lead the student to a working knowledge of English in all of the four language skills: reading, aural comprehension, writing and speaking, in descending order of importance and priority.

Specifically, the student's achievement should be at a level which will enable him to:

a. comprehend the contents of textbooks and reference material used in institutions of higher education, of which about 90% are written in English;

b. understand lectures given by foreign instructors and professors, and communicate with foreigners including foreign students;

c. take satisfactory notes on lectures presented in English, and describe Indonesian ways of life to foreigners; and

d. exchange information orally with his foreign instructors and professors and with other foreigners in general.

English as a school subject is introduced in the first year of the junior high school, and is taught up to the freshman year of college. By the time the student begins the second year of his college education, he will have learned the language for seven years at the average rate of four class-hours of 45 minutes per week. It is also introduced on an experimental basis in the fourth grade of the elementary school in some laboratory schools.

English may be used as a means of instruction in any department at the college level by foreign instructors and professors whose mastery of Bahasa Indonesia (i.e. the national language of the country) is not completely adequate. In English departments, however, it is employed on a regular basis for pedagogical reasons.

English examinations are of two types: (1) school examinations, and (2) state examinations. School examinations are administered three times a year at the secondary school level, one at the end of each of the three school terms. They are administered twice a year during the freshman year of college, one at the end of each of the two semesters. The last one in the year is also part of class promotion examinations. These examinations are constructed, administered and scored by the teachers concerned, and are therefore not standardized. They are generally based on the materials that have actually been presented in the classroom.

State English examinations are major examinations in the sense that they are part of state final examinations; i.e. school-leaving examinations. These examinations are administered twice, one at the end of the third year of the junior high school and the other at the end of the third year of the senior high school. There are no major English examinations at the college level except, of course, in English departments.

State examinations are over and above school final examinations, which are administered at the end of the last school term of the junior high school and that of the senior high school. Different from school examinations, state examinations are partly standardized in the sense that their standardization is not uniform throughout the country. They vary from province to province, and within a given province not all high school students are required to take the provincially standardized examinations. Those high schools that are qualitatively reliable are authorized to construct and score their own examinations for their students. The provincially standardized examinations are constructed and scored by a committee appointed by the Provincial Office of Education and Culture

representing the Ministry. Regardless of how the examinations are constructed, all state final examinations at the same school level within the same province must be administered on the same date(s) and at the same time.

University entrance examinations are of a special type. They vary from university to university, and, sometimes, from school to school within the same university. They are designed for selective and diagnostic purposes rather than for measuring the student's achievement per se.

2. Current Situation

2.1 Type of Instructional Materials in Use

Until last year there had been no standard textbooks in use in all schools throughout Indonesia. The "Salatiga materials" were in use in certain schools on an experimental basis. Classroom teachers generally decided on their own what textbooks to use depending on what was available in the local market, keeping in mind -- wherever possible -- those textbooks specified by the Ministry of Education and Culture. These books are listed in Appendix A.

As of this year, however, the situation is brighter. The Ministry's materials for the junior high school, which have grown out of the original "Salatiga materials", have been printed in sets, and distributed gratis for use in all junior high schools under the authority of the Ministry of Education and Culture.

Each of the sets of the junior high school materials consists of the following:

a. Students Book, volumes I, II, and III for first, second and third year students, respectively.

b. Rentjana Harian untuk Guru ('Daily Plans for Teachers'), volumes I, II and III.

c. Petundjuk Umum Bahan SMP ['General Manual of SMP (i.e. junior high school) Materials'].

d. Comprehension Drill, for second year students only.

e. Flash cards.

f. Wall charts.

g. Time Board (daily as well as monthly).

Furthermore, work on the final version of the materials for the senior high school has also been completed. However, only sets of two textbooks for first year students have been printed and distributed so far. These are:

a. English for the SLTA, Book I, and

b. English for the SLTA: Supplementary Reader I.

There are no standard textbooks for the college level. Furthermore, there are no standard textbooks for adult education programs or for pre-departure training programs designed to help upgrade the mastery of the English language on the part of those university staff members and other government officers who are to be sent abroad for further training in their respective fields. In order to overcome this situation, those materials which are locally available -- or potentially available -- either on a commercial basis or through such agencies as the British Council, the Ford Foundation and the Agency for International Development were studied and evaluated, and recommendations concerning their use for pre-departure training programs were made by a workshop held in Malang last year (from 21 July up to 2 October) under the direction of Dr P.W.J. Nababan, currently a specialist on RELC staff. See Appendix B for the materials evaluated.

Perhaps it would be fair enough to mention at this point that quite a few -- if not the majority -- of those English courses that are open to the public on a commercial basis use the English 900 (or 901) series for their students.

Visual aids which are used in the junior high school consist of those that are produced as part of the junior high school materials series and those that are improvised by the individual teachers concerned. Senior high school teachers and others are pretty much left on their own as far as visual aids are concerned.

Taped materials are very rarely used at the secondary school level not because they are not considered important but because of the fact that most of the secondary schools in the country are not equipped with the necessary equipment. Commercially-operated courses and colleges that are equipped with language laboratories generally use taped materials based on such textbooks as the English 900 series and the Michigan series. Sometimes the individual teachers prepare their own taped materials.

There is no national or standard policy with regard to radio and TV materials. These vary quite a bit from station to station, and include such materials as English for You and English by Radio series. There are also locally prepared materials.

2.2 Production of Instructional Materials

As indicated earlier in this report, the secondary school materials, except Allen's Living English Structure, are locally prepared and printed. However, the materials for the college level and for pre-departure training programs are mostly foreign made.

Both public and private facilities for producing instructional materials are available in the country. These include such facilities as printing machines of various sizes, qualities and degrees of completeness, and mimeographing and duplicating equipment. One of the main problems that is to be solved is the development of satisfactory materials to produce.

The materials prepared and produced by individual teachers are generally designed for such specific purposes as remedying certain problems faced by their students. Thus, the use of their materials tends to be limited to their own classes.

2.3 Selection and Distribution of Materials

Instructional Materials are selected by a committee of officers appointed by the Minister of Education and Culture. In order to be selected and adopted, the materials must satisfy the requirement specified in the Ministry's 1967 directive concerning the aims and purposes of the teaching of English in Indonesian secondary schools, and must be consistent with the English syllabuses prescribed for these schools. Colleges, in-service and upgrading courses for teachers of English, and pre-departure training programs for those who are to be sent abroad for further training have their own syllabuses, on the basis of which their instructional materials are selected. Private schools and courses are basically free to decide what criteria they want to use in selecting their materials. However, in practice, the general tendency is to follow the lead of the Ministry.

The materials that are prepared and produced by the Ministry are distributed free of charge to the students of the secondary schools under the authority of the Ministry. Because of the limited supply, these materials are not currently distributed to non-government secondary schools. Other non-Ministry materials are distributed on a commercial basis, with or without a subsidy from the Ministry.

3. Instructional Materials Projects

The main task of the junior and senior high school materials development project has just been completed. The final draft of the materials for the junior high school has been turned into printed textbooks, and these have been distributed. The materials for the first year of the senior high school have also been printed and distributed, whereas the materials for the second and third years are currently being subjected to a review and readied for printing.

There are no other nationally organized materials development and production projects going on at the present time. There are, however, programmed materials development projects going on or planned for the immediate future at some universities and institutes of teacher training and education (IKIP's); these projects are non-national in scope and organization.

Materials projects at the national level in the future will have to be aimed at three targets:

a. Constantly reviewing, evaluating and, if and when necessary, revising the junior and senior high school materials;

b. Supplementing the secondary school materials with qualitatively and quantitatively sufficient reading materials;

c. Developing and producing instructional materials for the college level and for in-service and pre-departure training programs.

4. Needs in Instructional Materials

The three targets of materials development just indicated reflect Indonesia's principal needs in instructional materials. First, the secondary school materials need to be reviewed constantly, and perhaps revised from time to time. This is especially true with the senior high school materials, which for such reasons as urgency and time have not been subjected to a final thorough review.

Second, reading materials which are necessary in leading the student to the ability to read texts and reference material written in English are completely lacking. Since reading ability is given the first priority in the teaching of English in Indonesia, it is obvious that the necessary reading materials must be prepared and produced.

Third, scientifically prepared materials for the college level, for in-service and upgrading courses for teachers of English, and for pre-departure training programs are also lacking. These courses and programs have had to depend on commercially produced materials, which are prepared for foreign learners of English in general. As a result, they are not always sufficient for the purpose of overcoming those problems specifically faced by the Indonesian learners of English. Thus, instructional materials for these courses and programs must also be developed and produced.

RELC appears to be in a position to contribute to the solution of the needs of Indonesia in instructional materials, and perhaps also of the other countries in Southeast Asia, in three ways.

a. RELC can disseminate information on the techniques of materials development by publishing more articles on the subject in RELC Journal, and by preparing and publishing a manual of materials development. The manual may be written by one writer or by a team of writers from within and from outside Southeast Asia. In order that as many classroom teachers as possible may benefit from such a manual, it should perhaps be written in a language that teachers with relatively little training in linguistics can handle.

b. RELC can help develop reading materials by initiating the publication of a regional magazine for Southeast Asian learners of English. Writers from within and from outside Southeast Asia may be invited to contribute materials to the magazine. The distribution of the magazine should be at nominal cost.

c. RELC can help review the Indonesian materials for the junior and senior high schools by accepting their review and evaluation as the main assignment of the Indonesian participants in this year's three-month course, and by sending back their findings to Indonesia so that whatever follow-up steps necessary may be taken.

QUESTION

Dr Halim was asked why Indonesia, contrary to general practice, assigned reading proficiency the first priority? He replied that in Indonesia, English was a foreign language, and was seen as a means to an end. The country could not expect to develop many effective speakers of English, nor was there much need for speaking English effectively among the majority of Indonesians. There was, however, a clear need for reading proficiency in English for all individuals who pursue higher education in Indonesia, because approximately 90% of the books available were in English. Hence the priority assigned to reading proficiency, as being of the greatest utility to the country.

APPENDIX A

English Textbooks for Use in Indonesian Junior and Senior High Schools

Junior High Schools

A. Required Textbooks

1. Department of Education and Culture. 1971. English: Students Book. Three Volumes. Fourth Printing. Djakarta.

2. Department of Education and Culture. 1971. Comprehension Drill. Djakarta.

B. Recommended Alternative Textbooks

1. G.B. Pasaribu and D.J. May. 1971. The Open Road to Excellent English. Six volumes. Fourteenth Impression. Djakarta: Mutiara.

2. Suradji. Structural Drills.

3. Round the World with English.

Senior High Schools

A. Required Textbooks

1. Department of Education and Culture. 1971. English for the SLTA. Book I. Djakarta.

2. Department of Education and Culture. 1971. English for the SLTA. Supplementary Reader I. Djakarta.

B. Recommended Alternative Textbooks

1. Machtuffah Jusuf. English through Exercises. Djakarta: Harapan Masa.

2. Machtuffah Jusuf. An English Workbook. Three volumes. Djakarta: Harapan Masa.

3. W.S. Allen. 1959. Living English Structure. Third Edition. London: Longmans.

APPENDIX B

English Textbooks Reviewed in Malang in 1971

1. English 900 series. Macmillan.
2. English Grammar Exercises series. Macmillan.
3. Special English series. Macmillan.
4. The Key to English series. Macmillan.
5. L.G. Alexander. 1970. New Concept English series. Longman.
6. "Michigan materials" series. The University of Michigan Press.
7. David P. Harris. Reading Improvement Exercises for Students of English as a Second Language. Prentice-Hall.
8. Hayden, Pilgrim and Haggard. 1970. Mastering American English. Prentice-Hall.

KHMER REPUBLIC

Chea Chhin

I. General

The need to revise and to improve the techniques and procedures in foreign language teaching, in particular the teaching of English as a foreign language, is one of the most important features that characterizes the new programme of the Khmer National Education, 1968. This change of attitude of those responsible for national education towards foreign language teaching is no doubt the unavoidable outcome of their crucial decision to use Khmer, the national language, as the medium of instruction both in secondary schools and universities. For as everybody knows, it is not at all an easy task to write sufficient good textbooks for schools in every field of study to satisfy the main needs of the growing school and university population. Therefore, it is every school's duty to do its utmost to help equip students with practical and sound knowledge of one of the current international languages, namely English, in order to enable them: 1. to use books or documents written in that language whenever they find it necessary to do so in order to consolidate their knowledge of some particular school subject. 2. to further their studies abroad and 3. to communicate with other peoples of the world. These are the general objectives of the English programmes.

English is being taught now during the interim period three hours a week as second foreign language from the first year of the upper secondary school. As any specialist can see, the time allocation for the teaching of this foreign language is far from satisfactory. Lack of teachers and instructional materials is the main reason why the teaching of English is introduced late in the Khmer education system, with the exception of one public high school where English has been introduced as first foreign language from the first year of the upper primary school.

Broadly speaking major examinations in English are practically non-existent in primary and secondary schools apart from the one hour and a half written papers given to the upper secondary school students as a comprehension exercise during their baccalaureat examinations.

II. The current situation

The national English programme prescribes the 'Situational English' books by the Commonwealth Office of Education - Sydney, Australia, as the official textbooks. It also recommends:

1. 'English for Today' books by the National Council of Teachers of English.
2. 'Living English Structure' by W.S. Allen.
3. 'Living English Speech' by W.S. Allen.
4. 'An English Intonation Reader' by W.R. Lee.

Apart from these four textbooks, the 'Essential English' books by Eckersley and Seaman, and the 'Direct Method English Course' by Gatenby are also widely used in the private language institutes.

Through the courtesy of the British Council in Phnom Penh, the Ministry of National Education and Culture in collaboration with the Ministry of Information has just finished teaching English on TV to Khmer audiences using the very well-known "Walter and Connie" series prepared by the BBC.

All the instructional materials are foreign-made and it costs a lot of money to order them from abroad. Some textbooks are also imported by bookshops but only a handful of students or individual learners can afford them. Due to the lack of facilities for the production of materials, teachers of English in most of the schools are compelled to stencil-type themselves the English lessons they copy from the school library books in order to duplicate them later for their students.

As a response to the growing demand for English textbooks, the Government of the Khmer Republic has just allowed students to order books from abroad at a special rate of exchange. This has proved to be one of most important and encouraging facilities ever offered to students by the Khmer government.

We should also like to see in the near future some important book companies, such as Longmans, Oxford University Press or Macmillan for instance, setting up their own publishing houses in our country as their oversea branches.

As far as teaching aids are concerned, not many teachers have been properly trained to prepare and to produce them. Flannel boards, puppets and wall picture charts are consequently seldom seen in use in English lessons. For this reason, one can see why, as I am presenting this paper, my colleague Chhim Samat is endeavouring to instruct some 50 Khmer teachers of English who are attending the four-week English workshop at the Faculty of Pedagogy. Mr Chhim Samat is one of the first Khmer former RELC four-month course members who has chosen instructional materials as his final assignment and who is now entrusted with the task of instructing and encouraging his colleagues to prepare and to produce their own instructional materials.

In general, textbooks for public schools are selected by a special committee composed of senior lecturers of English and appointed by the Ministry of National Education and Culture. The chairman of the appointed committee, who is usually a field specialist and who keeps abreast of all recent developments in English language materials, presents four or five series of textbooks that he knows quite well or has used himself to teach English to a particular group of pupils and students. In this case final decision is not at all difficult to reach as we do not yet have any local book writers or producers who might have influenced the work of the committee. But what we all strive to do is to find English textbooks that are written in a scientific way and on a linguistic basis and that most suit the Khmer learners.

III. Instructional materials projects

As there is not any reliable English language centre in the Khmer Republic, nobody has so far undertaken any really organized and scientific study or experimentation on instructional materials. We have just introduced this current school year the 'Situational English' books by the Commonwealth Office of Education - Sydney, Australia to the public secondary schools. We hope that we shall be able to obtain some teachers' evaluations concerning these new materials as well as the learners' responses by the end of this month after the English workshop. Using these evaluations and responses as a starting point, we will try to find out the good and the bad points of these new textbooks as well as the advantages and disadvantages of their use.

We also plan to produce in the very near future supplementary readers to accompany these 'Situational English' books for young Khmer learners of English, for we all know that

they are badly in need of all kinds of attractive illustrated books written in easy and simple English, the contents of which they are familiar with both from the cultural and social points of view.

IV. Needs in instructional materials

Our main needs, as far as instructional materials are concerned, are:

1. Specialists in instructional materials projects and evaluations.

2. Specialists in the preparation and production of instructional materials (supplementary readers, teaching aids such as taped materials, film strips, puppets, language game books, etc.)

3. An up-to-date audio-visual aids section to be affiliated to the English language centre that will be set up in the near future.

4. Specialists in the teaching of English using the language laboratory. Their services would be very helpful as the British Government has just presented one of the most up-to-date (sixteen booth) language laboratories to our government under the Colombo Plan Scheme.

To conclude, we would greatly appreciate RELC contributions to the achievement of some of our national projects regarding the learning and teaching of the English language, as far as the Centre's capacities allow. We should like to have the Centre's help in recruiting consultants and permanent field specialists from within and outside the region to assist us in the setting up and in the organization of an English language learning and teaching centre to be affiliated to the Faculty of Pedagogy, and in the training of specialists in instructional materials projects and evaluations as well as specialists in the preparation and the production of instructional materials, at this Centre.

LAOS

Bounlieng Phommasouvanh

The teaching of English is of vital importance to the future of Laos for the simple reason that the country is moving into international spheres where English is the language of meetings, seminars, business and often of cultural exchange. If Laos is to take a full part in today's shared tasks in organizations like SEAMEO, then a good command of English is essential if the participants in the programmes organized by these organizations are to gain full benefit from them.

More and more, English is becoming the language of education. New textbooks and materials in almost every conceivable field can be had in English. Our students, many of them, will study in English-speaking countries as we have no university as yet. Thus, knowledge of English will be essential to Laos, if we are to produce teachers and academics for our tertiary institutions of the future.

Until recently, French was the language of instruction in our secondary schools, and often in the primary schools, too. English was a poor third language in our educational system. Today, however, things have changed because of a number of important decisions affecting the general pattern of education; for example, the use of the Lao language as the medium of instruction in the comprehensive type Fa Ngum High Schools which are to be models for all Lao high schools in the future. The teaching of English has expanded and become extremely important. We have statistics to show that 75% of the students at the existing comprehensive high schools have chosen to study English as their foreign language. The demand for teachers of English is therefore expanding.

To meet these needs, the Teacher-Training Division has accordingly modified the English Teacher-Training Programme by admitting at least 50 students a year (the first year of the programme was 1971) to the English Section of the Ecole Superieure de Pedagogie in Vientiane. These students are graduates of the First Cycle of high school. They are given a three-month intensive course in English and then proceed to study all their subjects with English as the medium of instruction. The aim here is to produce teachers of English so that our schools will be fully staffed with English teachers in the future. Our graduating class for this year has had 12 most successful weeks practice teaching in English and the students are here in Singapore now to take a special course designed to make them better teachers of English.

There are three main types of secondary school in Laos. There is the French-type Lycee where French and Lao are used for the purpose of instruction, the Fa Ngum comprehensive school, where Lao is the language of instruction and English and French are offered as foreign languages, and there are technical schools where the language of instruction is either Lao, or French, or both, and English is taught as a third language. English is also taught in both the English and French sections of the Ecole Superieure de Pedagogie. There are many private Lycees where English is taught, but in no private school is English the medium of instruction. These schools are generally of the Lycee type and the details I will give for the Lycees apply equally to the private schools.

In the Lycees English is introduced in 5e (second year high school) and is taught right through to Terminal (final) year. Generally, classes have from three to four hours of English a week. In the Fa Ngum schools English is started in the first year after which students are required to take either French or English. In the first year students study both French and English for six hours a week. In the second and succeeding years those who choose English study it for four hours a week. As mentioned before, the choice is very heavily in favour of English. Often, those who chose French originally ask to change back to English shortly after classes commence. In the technical colleges a start has been made this year to give all students at least some English. Previous to this they had little or no English at all. Most students are getting three to four hours now. There were initial difficulties with lack of texts, no real syllabus and enormous classes, but things seem to be going more smoothly now. Much remains to be done in the case of the technical schools, since Laos has very few technicians who are capable in English. Since much technical equipment in Laos comes from English-speaking countries, the needs will be obvious to you.

In the French Section of the Ecole Superieure de Pedagogie all classes study English; the Letters groups have four hours a week and the Math/Science groups three hours. Other classes are conducted in French. In the English Section of the College over 250 students study all their subjects in English at all levels. Every student upon entering the college is given an intensive course in English to enable him to follow subject matter courses in English. During the intensive course the student has about 25 hours a week learning the language. Since these students come from the Lycees, Fa Ngum schools and colleges, they will already know some English. As the new syllabi that are in the process of being prepared come into general use, more uniformity in performance at this level can be expected.

The first major examination in English and all subjects is taken at the end of fourth year of high school. This is the Brevet. The form of the examination is pretty much the business of the individual school and the tests are administered within the school itself. Another examination comes at the end of the seventh year and is again a school-administered test. As yet, only the Lycee de Vientiane has second cycle classes that take the Terminal examination which is set in France.

English is also taught at the Law School where there are six classes with three hours a week each. Entry into this school comes after the completion of the first cycle (fourth year) and at the end of the second cycle (seventh year) of high school.

There are six classes in English at the Buddhist Institute in Vientiane. All students are monks who have been in the monkhood for over ten years. Graduation from the Institute means the same as graduation from the Lycee, except that graduation is in Pali and not French.

Most schools and institutions where English is being taught now use Alexander's New Concept English Series of four books:

First Things First
Practice and Progress
Developing Skills
Fluency in English

Books are supplied by the British Government, the Australian Government and the American International Voluntary Services. These four books should take a student far enough for general purposes, although certain institutions need specialized texts. For example, the Law School, where students have other texts in the library to consult, and the technical schools, where there is a need for simple technical and commercial English.

The Ecole Superieure de Pedagogie is different in every way, for instruction in English occurs at the English Section and some students have Literature as well. Some of the books studied are:

Animal Farm
Cry, the Beloved Country
The Good Earth
Brave New World
The Lord of the Flies
Burmese Days
The Crucible

All Quiet on the Western Front
Pygmalion

The ESP also has class sets of the following texts which have been found useful and interesting to use:

A First Book in Comprehension and Precis-Alexander
60 Steps to Precis-Alexander
Reading with Understanding-Heaton and Methold
Composition Through Pictures-Heaton

and many others.

There are class sets of An International Reader's Dictionary, The Pocket Oxford Dictionary, The Advanced Learner's Dictionary, and the Concise Oxford Dictionary, each in use at an appropriate level.

ESP also has 15-20 sets of class readers in the Longman's New Method and Simplified English Series that are widely used in rotation. They are often lent to other schools.

Institutions at which there are British teachers of English place book orders annually and the three provincial Lycees have adequate sets of readers and texts. The Australian and American teams place orders for books as needs become apparent.

Most schools have filmstrip projectors and some movie projectors are in use. They are used wherever possible to assist in ELT. The British Council in Bangkok, through the English Language Adviser, has kindly despatched regular supplies for our use. We have also been able to get good commercial films occasionally to assist with the teaching of literature, Lord of the Flies for example. We have three cine-loop projectors and Alexander's The Carters of Greenwood series. In some institutions there is no electricity and teachers have to improvise with charts, pictures, magazines etc. The ESP has the tapes for the New Concept series and have been able to make these available for use in other schools as well.

There is no television in Laos yet. Lao radio broadcasts a little English, but there is nothing organised for schools.

Other materials are largely a matter for the individual teacher. Teachers have been supplied with dozens of magazines, newspapers, journals, wall-charts and books whenever they become available. Since the change in the structure of the English Section, hundreds of books have been re-distributed to junior schools.

The Syllabus Committees are busy preparing reading and comprehension passages for inclusion in the second and third year syllabi for Lao secondary schools. The first year syllabus is already complete and contains reading passages with a local flavour. We have to rely mainly on foreign-made materials, however. There are very meagre facilities for the production of materials, although the Ministry has a good offset press. There is a very good government printery, but it is too expensive for us to use.

Most of the teachers find the textbooks they use inadequate for their class needs and so prepare extra grammar and comprehension exercises two or three times a week. Frequent use is made of texts either from the ESP, or from a small ELT library that has been set up temporarily in the British Embassy.

Books are ordered by the teachers themselves or by the advisers and Heads of Departments. Books are available for inspection and there is always a display of new books at the annual ELT seminar in Vientiane. Distribution is made according to what is ordered; if anything becomes redundant at ESP, it is passed to an institution where we think it will be found useful.

Syllabus Committees are at present working on the syllabi for second and third year English. Work will continue in this area with committees formed from voluntary workers.

Wide use has been made of the SRA reading laboratory and it is hoped that more schools will begin working with it this year. The ESP has found it quite successful.

We badly need sets of exercises in structures, reading passages with a Lao/Southeast Asian slant, and taped aural comprehension exercises.

We would appreciate RELC's help in copying materials suitable to our needs, identifying and perhaps arranging for recordings of aural comprehension exercises.

Laos also wishes to ask RELC to consider making consultant services available for a short period in a country workshop on the production of materials oriented toward the Lao situation. Former RELC participants and some Lao teachers will attend the workshop and work on a group project. The need will become obvious this coming year when our first graduating class will start work in schools where textbooks in use are mostly foreigh-made and which may well be too difficult for a non-native speaker of English to use.

We thank the RELC for its assistance so far with our annual ELT seminar and in training several Lao teachers who are already making valuable contributions to English teaching in Laos.

MALAYSIA

Asiah binte Abu Samah

1. Introduction

1.1 English has officially been accepted as the second language of Malaysia, the first or national language being Bahasa Malaysia (Malay). Our educational programmes are geared towards producing pupils bilingual in both Malay and English. As such both languages are obligatory for all in both the primary and secondary school curricula. The English programmes in Malaysian schools integrate the oral, reading and written skills in the language, veering towards reading-comprehension, reference and note-taking skills at higher levels, especially in the fields of Science and Technology.

1.2 English is taught from the first year of school, at the age of 6+, in two of the four language stream schools in the country. In Primary schools where pupils use the medium of Chinese or Tamil, the teaching of English begins from the third year. At the end of the fifth year of primary schooling, there is an assessment test of English proficiency. The major examinations are at the secondary school stage; the Lower Certificate of Education examinations at the end of Grade 9 (at about the age of 15), the Malaysian Certificate of Education (at the end of Grade 11) and the Higher School Certificate (H.S.C.) examinations (Grade 13). In the case of the first two examinations just mentioned, two types of papers are set: a higher English paper for the English-medium and a lower English paper for the Malay-medium. In the case of the H.S.C. a special English paper known as General Paper is compulsory for all in both the English and Malay-media, except that the paper for the Malay-medium is of a lower level.

2. The Current Situation

2.1 Examination results and surveys have shown that there is a grave need to develop more effective second-language instructional materials, especially in the form of lexically and structurally-graded course-books, readers and teacher's manuals. The current situation with regard to instructional materials for TESL is a changing one. An amended Primary syllabus has been implemented (1970), and a new secondary one is on trial, so new programmes and projects for material-preparation are being started.

2.2 The textbooks which have been widely used are mainly the efforts of local publishers and authors in the private sector.

Two to three different series of English textbooks are commonly found in each type of Primary and Secondary School. Many of these are not too suitable but the Ministry of Education has not prohibited their circulation. A great deal of discretion is left to the head-teacher and teachers concerned in the selection of books to be used as texts provided each book used is in accordance with the gazetted Ministry syllabus and is used for a minimum period of three years.

2.3 Some enterprising teacher, especially those in primary schools, have produced their own materials as the needs arise, and some of these have proved very successful indeed. A start was made in 1971 to train teachers at weekend courses to prepare their own teaching material, and so far 3,000 teachers in Primary schools have attended these courses. Certain states have started projects to circulate short, controlled, self-contained reading passages for intensive reading, to all schools in the state.

2.4 Visual aids in the form of pictures, charts, filmstrips, etc. are available from the central AVA section and from state AVA centres spread throughout the country. Many schools have purchased their own sets of wall-pictures and picture composition books (foreign-made), and many teachers produce their own aids. The afore-mentioned weekend courses are extending the use of visual aids including the use of magnet-boards and roll-up cloth boards. Three-month TESL courses at the Language Institute, Kuala Lumpur for Primary and Secondary English teachers place emphasis too on the production and use of audio and visual aids.

2.5 Taped language material is sometimes used in Teacher's colleges and in Institutes of Higher Learning, but not to a very great extent in Primary and Secondary Schools. Some British Council tapes are available, and some schools have had these Language Units copied on tapes for use in the classroom. Radio lessons too are taped for later use in a few schools.

2.6 The Schools Radio Division broadcasts both foreign-made and locally-produced programmes to primary and secondary schools. There is evaluation and feedback and the programmes are amended accordingly. Some teachers have been interested enough to write scripts for these English broadcasts.

3. Instructional Material Projects In Malaysia

3.1 The new Primary English syllabus introduced in 1970 brought in its wake teachers' handbooks I - III, written in stages. Handbooks I and II are already in use and Handbook III is in the final stages of printing. The syllabus and handbooks have been the corporate

effort of experts in the field comprising inspectors of schools, training-college lecturers and teachers. To expose teachers to the new syllabus and handbooks, centralized key-personnel and district level courses have been held beginning from 1971. (Reference to these courses has already been made in 2.3 above). To date, some 3,000 teachers have already been given such "exposure".

3.2 The lower secondary syllabus too has undergone change and the new syllabus, incorporating the teachers' guide, was completed towards the end of 1971. This syllabus is currently being tried out in Forms I and II (Grade 7 and 8) in 20 selected schools in seven states. The choice of states and schools was governed by the availability of Federal inspectors and supervisors. These supervisors have made regular visits to the 20 schools for observation, discussion and advice, and have brought back valuable feedback which will be presented and discussed at a workshop to be organized in mid-1972. As a consequence, the lower secondary syllabus may be modified for implementation in all schools.

3.3 As indicated in 2.1 above, a need to have more structurally and lexically-graded course-books and readers has been felt for some time. Three projects deserve mention in this context:

3.3.1 The Textbooks Bureau of the Ministry of Education is now in the midst of intensive evaluation of books, including English books, in order to grade them. Consequently it is hoped that the Bureau will be able to issue a list of specially recommended books, consisting of a few titles for each discipline at each level.

3.3.2 The Ministry of Education has recently formed a special committee known as the English Implementation Committee to look into the question of implementation of newly devised syllabuses and other materials as well as improving the quality of teaching of English. Towards this end the committee has succeeded in urging the Ministry to start a three-month full-time in-service specialist course for teachers of English from national primary schools. (A similar course for Lower Secondary English teachers from national schools has been in operation since 1970). Secondly, the committee is in the midst of getting the Ministry to obtain rights to adapt a series of cheap well-graded New Zealand primary English (TESL) readers to local needs and conditions.

3.3.3 The Ministry of Education and UNESCO conducted a three-week workshop on Programmed Instruction at the University of Penang in March 1972. The participants consisted of teachers, college and university lecturers, and key personnel

from the Dewan Bahasa dan Pustaka (Language and Literary Agency).

Each participant prepared some introductory programmed materials, and an initial field try-out was conducted in various schools and at the Day Training College in Penang.

It is understood that there may be a follow-up workshop later this year.

4. Needs In Instructional Materials

4.1 The principal needs in instructional materials can be listed as follows:-

4.1.1 Suitable structurally-graded supplementary reading materials for all levels, particularly for lower primary classes.

4.1.2 Structurally graded intensive reading materials.

4.1.3 Materials for special purposes (to serve technical, scientific, and commercial needs).

4.1.4 Well-developed programmed materials.

4.2 In meeting these special needs, it is felt that RELC can contribute in the following ways:-

4.2.1 By continuing to hold courses on Materials Production and Evaluation like the current one (July - September 1972).

4.2.2 By keeping member countries informed of RELC's research findings on instructional materials.

4.2.3 By involving personnel from member countries (who are not attending RELC courses) in RELC's research and evaluation efforts.

4.2.4 By providing consultant assistance (e.g. in the fields of curriculum development and testing).

4.2.5 By starting special courses and undertaking research in special problem areas like English for special purposes, speed-reading, writing of programmed materials, etc. (Some of these are probably already covered under 4.2.1 above).

4.3 Malaysia longs to see RELC grow into a viable regional Language Centre serving the Southeast Asian region, concerned not only with dissemination of information and training but also with research in curriculum development and evaluation and in other problem areas of member countries.

QUESTIONS/DISCUSSION

A questioner asked how teachers in Malaysia went about choosing the materials they would use in their classes. The speaker replied that the teachers chose from among books available on the market. Each school had a panel of teachers who choose texts for the school. Their choices were forwarded for approval successively to the headmaster, the board of governors of the school and the Ministry of Education.

The next questioner wished to know how materials were chosen for kindergarten classes and what sort of materials were used for intensive classes. Che Asiah replied that pre-primary classes did not come under the jurisdiction of the Ministry of Education; and so choice of materials was entirely at the school's discretion.

Materials for intensive courses for teachers were oriented toward English language and also toward methodology. Mr R. Kailasapathy commented further that the emphasis in the intensive courses was on methodology, but there were also sections devoted to speech improvement and English language. In general, these courses were organized with lecture sessions in the morning, and small group sessions in the afternoon for discussion and project work. Various types of workshop projects were carried out, with emphasis on the practical side. The English language section was structurally oriented, and focussed on items specified in the syllabus. The programme also included three weeks of teaching practice; there was a written final examination.

A participant wondered what motivated the decision to adapt the mentioned series of New Zealand readers? Che Asiah explained that a series of very cheap supplementary readers deemed necessary. This series seemed to offer good possibilities both of adaptation to the Malaysian locale, and of cheap reproduction. It was not yet known whether they might be distributed gratis to the schools.

PHILIPPINES

Fe R. Dacanay

The Filipino continues to get most of his education using a foreign language as medium and it is to have him competent in the language that the English instructional program focuses on. The program has as its overall objectives the following: a) to equip the learner with adequate language skills in listening, speaking, reading, and writing in English to enable him to undertake instruction in the various curriculum areas using that language as medium of instruction; b) to develop those skills to a point where the individual can use them to pursue knowledge on his own; and c) to enhance the communicative competence and performance of the learner to a level where he can use the language correctly, efficiently and independently in oral and written communication.

All public schools and most private schools introduce English in the first year of primary school; a few private schools have it a year earlier in kindergarten or prep school. English becomes the medium of instruction in the third year of primary in the public schools. The non-sectarian private schools either adopt or adapt the public school program; many sectarian schools start using English as medium in the first grade.

There are no national examinations that students take to qualify them for admission to primary, secondary, college or university. In general, individual schools prepare and administer their own entrance examinations with English as the language of the examination except in areas where Pilipino has to be used. There are some national examinations for admission to the national schools and for scholarships, local and foreign.

The usual types of instructional materials being used in other places are also used in the Philippine schools. We do not have much of the "hardware" type. Materials for English teaching include textbooks, supplementary readers, resource units, visual aids, tapes, and others. These materials are prepared by personnel in the Department of Education or by private individuals or publishers who submit samples to the appropriate offices for approval before the materials can be used in the schools. English textbooks are the same for all schools, public or private, although private schools may use other textbooks which have been approved by the Bureau of Private Schools. There are a few materials for English teaching on tape prepared by the Bureau of Public Schools (BPS) Radio Section for the lower primary grades and aired as radio lessons on specified days

and times during the week. Some of them are development lessons from the teacher's guides; others provide enrichment on the lessons in the texts.

The Radio Section has pronunciation lessons on tape which are available to the school divisions for dubbing. This section has also prepared "English for Teachers" broadcasts which provide guidelines and sample lessons on the presentation of structure, pronunciation, drill procedures and cumulative practice techniques. These broadcasts go on the air twice on Saturdays.

The Center for Educational Television at the Ateneo de Manila University has been presenting English lessons for schools in the Greater Manila area and nearby provinces. The Bureau of Public Schools has no televised English lessons but it has developed lessons in Pilipino for beginners. The television unit has one program in English - Work Education - done in cooperation with the Work Education Division.

Most instructional materials in English used in our schools are prepared by Filipino authors and are printed locally. Entries for a textbook have to follow the specifications in the course outline that defines the objectives, philosophy, the strategies to be used, the scope and emphasis for each grade level and other characteristics desired, issued by the Board of Textbooks. Materials are chosen on how closely they adhere to the specifications, which include the national goals of education in the organization of the content and considers the maturity and linguistic levels of the learners, the unique language needs of Filipino learners, the interest areas, the sequence of the items, and how closely the text exemplifies sound language teaching pedagogy. The Board generally has multiple adoptions of textbooks, three or four, from which the school divisions may choose and order for their use. Local school boards and PTA's help in the purchase of books for the schools. The Barrio Book Foundation has provided the high schools with some of the needed texts.

Instructional materials other than textbooks are produced privately and approved for use by the Bureaus concerned. For courses without approved texts, the bureaus prepare the necessary guides, resource materials and units for study.

Teachers generally prepare supplementary materials for existing texts or courses of study in the form of drill exercises, reading paragraphs for comprehension and skill development, composition practice lessons, reading skill builders, charts, and other visual aids. Workshops are organized to prepare the materials under the guidance of the supervisors of English in the division or in the region. These materials are duplicated for classroom use and are refined from feedback from the tryouts.

There are a number of instructional materials projects being undertaken in teacher training institutions, language centers and universities. Some of these are researches of graduate students and others are faculty research projects funded by various agencies.

Some of the materials produced at the Philippine Normal College cover various aspects of language and various presentation formats: programmed learning, self-instruction, multi-level approaches, guides for the teacher, workbooks for the pupils and translation from Philippine languages.

Some materials being contemplated are those which cover content areas in the curriculum and use of language skills for teaching the concepts.

The University of the Philippines is currently preparing materials in English for the four years of secondary school with focus on English for literacy. This project takes its subject matter from the content areas - social studies, health, science, math and the vocational arts. Its format considers a bilingual dominance configuration, the needs of the high school student, the medium he uses, the socio-cultural domain he operates in, and the formality levels of the language he uses.

The University of the Philippines is contemplating a programmed course in composition writing which takes into consideration the creative aspect in the organization of compositions. Also contemplated are programmed materials on various aspects of grammar.

The English Section, Elementary Education Division, Bureau of Public Schools has just completed a set of beginning reading materials - charts, two pre-primers and a primer. Revisions were done on them this summer based on feedback from the try-out and the experiment in beginning reading. These texts will be submitted to the Board of Textbooks for approval prior to generalizing their use in the first and second grade classes in the public schools.

A project contemplated is a set of reading skill builders for the upper primary and intermediate grades on a continuous progression scheme. Also contemplated is a composition guide for Elementary English and a more efficient way of assessing progress in composition.

The Ateneo Language Center has produced A Manual of Basic English Sounds designed primarily for use in speech laboratories. There are exercises for discrimination, production, dictation and reading. Most of the lessons dwell on phonemic contrasts; a few are concerned with phonetic contrasts. A distinctive feature of the book is the use of contrastive analysis as a determinant in the selection

and presentation of target sounds. Only the difficulties of the Filipino speaker are included. The model used is American English pronunciation.

An on-going project of the Ateneo Center is a set of programmed materials for Filipino college students. The materials aim at developing the comprehension of reading materials through an adequate grasp of syntactical and semantic structures of English, their production and the selection of appropriate structures for use in a given context. The structures are graded on grammatical complexity and classified according to study skills.

A set of materials oriented towards transformational grammar is being developed at San Beda College. These materials are intended for fourth, fifth and sixth grade students. A comparison between transformational and structural grammar will be done on specific grammatical features of English after the materials have been tried out and found to be faithful to transformational grammar. Tryout of the materials started in 1971. Already the materials are undergoing revision.

Some attempts have been made to have programmed materials in English. As yet, they have not been sufficiently developed for publication. There is now on the market programmed materials for the early reading levels developed at the De La Salle College Reading Center.

A reading materials project for college freshmen being developed at the University of the East is a set of 45 multi-level content-oriented self-instructional materials. Complementary skill-oriented materials are also being prepared.

The schools are still using the language texts developed in the early 1960's oriented towards the structural approach. These materials have to be revised following the recent developments in language teaching theory and the process of language acquisition.

Reading materials are the great need in the schools, especially on the higher levels. On the lower levels, informational, recreatory and work type materials need to be written on various levels of comprehension to meet multi-level abilities. On the higher levels, there is need for literary materials written within the linguistic sophistication of the students and which considers the cultural setting.

The schools need graded materials for reading in the content areas. The content of the reading matter has been enriched by materials geared to national needs such as green revolution, proper nutrition, drug addiction, air pollution, population, taxation and economics; these have to be written on levels that are easily comprehended.

QUESTIONS/DISCUSSION

Dr Dacanay invited Mrs E. Bernabe to reply to a question on the meaning of the term "English for literacy." She explained that

> the project arose from the problem that students, after study of English throughout elementary grades, could not communicate successfully in English. The project attempted to remedy this by integrating content courses and language skills courses. Materials from various subject areas were used as a basis for the preparation of English language materials.
> Dr C.A. Hidalgo noted that a project in programmed reading improvement had been utilized for freshman students at the University of the Philippines since 1965. He further expressed the view that preparation of instructional materials by representatives of each of the SEAMEO countries was a trend that should be encouraged.

SINGAPORE

Fok Fook Choon

I. General

1. General objectives of the English programmes

1.1 The Republic of Singapore has four official languages - Malay, Chinese, Tamil and English. Primary and Secondary education in the Republic is available in each of the four official languages. The basic educational policy has been parity of treatment for the four language streams of education. Bi-lingualism is one of the main educational objectives of the Republic. English is the medium of instruction in the English-medium schools and is taught as a second language in Malay, Chinese and Tamil-medium schools. The second language in the English-medium schools is any one of the other official languages.

1.2 In Singapore English is generally the language of banking and commerce, science and technology. This coupled with the current stress on technical education, science and mathematics, has made English very important as a functional tool in Singapore's plans for technological and economic development.

1.3 In the English-medium schools, the general aim of teaching English is to help the student to organize and express his knowledge logically and effectively. Hence the need to encourage creativity. However, it has to be borne in mind that, for many students in the English-medium schools, English is a second language as they come from diverse home backgrounds where English is not used. But these students do have the advantage of more exposure to the language than those in the non-English medium schools.

1.4 In the non-English medium schools the aim is limited to the acquisition of good English for specific purposes, as the second-language learner is handicapped by the lack of exposure, limited classroom time and negative transfer. Some non-English medium schools have begun to treat EL2 not only as a subject but also as a medium for teaching Mathematics and Science.

2. Point at which English is introduced in the education system

English is introduced in all schools from the first year in the primary school, either as the medium of instruction in the English-medium schools or as a second language in non-English medium schools.

3. Major examinations in English

3.1 The major examination in English in the primary schools is the Primary School Leaving Examination taken at the end of the six-year primary school course. Separate papers are set for EL1 and EL2. There is also an oral English test in the EL2 examination.

3.2 At the end of a four-year secondary school course, the students take the Singapore-Cambridge General Certificate of Education examination at 'O' Level. There is an oral English test in the EL1. From 1973 an oral English test in EL2 will also be included.

3.3 Students can take one of two examinations at the end of a two-year post secondary course, the Cambridge Higher School Certificate Examination or the Singapore Government Higher School Certificate (Chinese) Examination. These will be replaced in 1973 by the Singapore-Cambridge General Certificate of Education examination at 'A' Level and the Singapore General Certificate of Education Advanced Level (Chinese) examination respectively.

II. The current situation

A. Type of instructional materials in use

1. Textbooks

1.1 Schools in the Republic select textbooks from recommended lists issued by the Ministry of Education.

1.2 For English-medium primary schools, seven series of English Language textbooks and eight series of readers are recommended. Other than two old English Language series and two old series of readers which are being phased out, and one new series of readers which has been recommended for use from 1973, the remaining series are widely used.

1.3 12 series of English Language textbooks including a few of the older series to be phased out are on the recommended list for English medium secondary schools. These recommended textbooks are widely used.

1.4 In addition, there are some 27 titles or series which are optional and may be selected by schools.

The practice of recommending suitable texts for literature has been discontinued, schools being free to choose texts which they considered suitable. However, this option being fairly recent, some schools still adhere to the old recommended lists.

1.5 Four series are recommended for use in non-English medium secondary schools, two of which are widely used.

2. Visual Aids

Most schools are equipped with visual aid hardware such as overhead cine and slide/strip projectors. Commercial transparencies for overhead projectors are used. Other visual materials such as pictures, flash cards, charts, puppets, etc. are produced by teachers on an ad hoc basis to meet their own particular requirements.

3. Taped materials

3.1 Audio materials commercially imported or locally produced are quite widely used especially in EL2 teaching. Two series of textbooks used in non-English medium secondary schools are accompanied by either tapes or phonograph records.

3.2 A series of tapes, "Mood and Theme Music" for educational drama in English medium primary schools has been produced and is being used in some schools. Sound tapes from E.T.V. programmes are available to schools. In addition, teachers also produce audio materials to meet their own needs.

3.3 Most schools are equipped with tape recorders and some non-English medium schools with portable mini language laboratories.

4. Radio or TV materials

4.1 There is no English radio programme for schools.

4.2 The Singapore Television Service produces programmes in various subject areas. For first and second year students in non-English medium secondary schools, a programme called "Let's speak English" has been produced. This programme is designed for EL2 teaching and is based on the situational-structural approach. This programme has been modified and updated and is still being used for secondary two students. A new programme, "English for you" has been produced and this programme replaces "Let's speak English" for secondary one students. "English for you" is more content-oriented.

4.3 For EL1 teaching in secondary one and two, a mixed programme of language teaching, writing, literature and poetry has been produced and used. However, it has now been withdrawn because of inadequate transmission time.

4.4 A few pilot programmes for primary schools are now being tried out. For primary three children, two programmes have been produced. "The magic of words" is a programme on aspects of language and is for EL1 teaching. "Fun with sounds" is an EL2 programme for non-English medium primary three children. "Roundabout" is a general activities programme to teach concepts, sounds and movement to primary one children in English medium schools.

4.5 All ETV programmes are accompanied by comprehensive notes for the teacher.

4.6 In the field of language teaching for adults, TV Singapore telecast the BBC "Walter and Connie" series. The introduction to this series is translated locally into Malay and Chinese. This series is now replaced by the "Slim John" series. This series which is jointly presented by the ETV Service and the Adult Education Board was first transmitted on 24.1.72.

B. Production of instructional materials

1. Most of the primary school textbooks are produced or adapted by local publishing firms. Of the seven series of EL1 textbooks six are locally produced. Five of the seven series of readers for EL1 schools are locally produced. Of the three series of EL2 primary textbooks, one is produced locally.

2. The 12 series of EL1 textbooks for secondary schools are mostly foreign. Only three of them are locally produced or adapted. All the four EL2 series for secondary schools are foreign.

3. Most of the facilities for the production of textbooks are with the commercial publishers. The Education Ministry in conjunction with the Educational Publications Bureau has also published textbooks.

4. Most of the audio-visual materials in use are locally produced. Schools, and the AVA and Art and Craft units of the Education Ministry have facilities for producing audio-visual materials. Schools are provided with equipment for making photographic slides and overhead transparencies. The AVA unit has equipment for making slides, transparencies and for dubbing tapes. The Art and Craft unit assists in the production of pictures, charts, models and puppets. In addition, Radio and Television Singapore extends its studio facilities for the making of master audio tapes for dubbing by the AVA unit.

5. A great deal of visual materials and some audio materials are produced by the teachers themselves.

6. All ETV programmes are produced locally. The ETV studios in the Teachers' Training College Campus have all the facilities and equipment for the production of ETV programmes. The producers and presenters of the ETV service are trained teachers and the programmes produced make use of the official syllabuses.

C. Selection and distribution

1. Basic textbooks are selected and recommended for use in schools by the Education Ministry. Recommendations are based on the advice of specially selected reviewers who work independently of each other. Schools place their orders for textbooks directly with publishers or local book-shops who undertake their own delivery.

2. As most teachers make their own audio-visual materials, they make their own selection and distribution problems do not arise.

3. For ETV programmes, the ETV Advisory Committee decides on what to produce and individual schools select the programmes they wish to view.

D. Resource centres

The ETV service has an instructional materials library where language tapes, records for literature, story tapes and slides are available for loan to schools. The AVA unit also has tapes, slides and transparency masters for duplication by schools.

III. Instructional materials projects

1. An overall curriculum development programme was initiated in Singapore in 1970 with the setting up of an Advisory Committee on Curriculum Development in 1969. This Committee is responsible for the formulation of objectives and programmes for curriculum renewal. Its various subject standing committees are responsible for the framing of syllabuses in the various subjects. The first priority of the programme is the revision of the curriculum in the primary schools. The first cycle of the revision of the curriculum in primary schools is expected to be completed by 1973. From then on there will be a continuous development of the curriculum.

2. The English Syllabus for English medium primary schools is organized under the following instructional scheme for each item to be taught:

a. Topic

b. Instructional objective

c. Sample situation(s)

d. Outcome(s)

e. Comments (by teacher using the syllabus)

The syllabus consists of the following sections:

a. Oral English (Structural approach)

b. Reading

c. Written expression

d. Enrichment (story-telling, poetry and educational drama)

3. The syllabus for non-English medium primary schools has the same instructional scheme as that of the English syllabus for English medium schools but with stricter control of structure and vocabulary. The level of expectation is lower as there is comparatively less exposure to the language.

4. Instructional guidelines have been and are being produced to accompany the syllabuses. The guidelines are comprehensive and contain an expanded list of instructional objectives with

related structures and comments, suggestions on how to plan language lessons, oral drills, group work, how to link language with reading and writing and sample lesson plans. As curriculum development is a continuous process, these guidelines will be reviewed and revised from time to time in the light of the experience gained during the course of implementation.

5. As the revised English syllabus for English medium schools is relatively new to the teachers, briefing sessions on how best to implement it have been conducted. Teachers are encouraged to produce and develop instructional materials to achieve the objectives. Groups of schools meet regularly to devise and try out instructional materials. This tryout in the field by teachers is expected to be a continuing process. These are not projects for the production of formal instructional materials.

6. For EL2, a set of six readers called "Primary Readers for Asian children" with accompanying workbooks have been produced for use in the first three years.

7. There are no programmed materials for the teaching of English that are being prepared or tried-out.

IV. Needs in instructional materials

There is a need for evaluation experts to evaluate the effectiveness of existing instructional materials and of any which may be developed.

QUESTION

A participant, noting that certain texts had been indicated in the paper as due to be withdrawn by certain dates, asked how these were to be replaced. Mr Fok Fook Choon replied that as books became outdated, they were withdrawn from the approved list. If revised editions appeared, however, these could be re-entered on the list.

THAILAND

Komkai Chongcharoensuk

Thailand has not had a very long history of English studies. It can only be traced to the beginning of the school system during the last decade of the nineteenth century. At the present day, however, Thailand has as great a need to learn English as any country in the world. The reasons for this are obvious - English has a prestige value, is a means to better jobs and is a necessity for a scholarship abroad. These considerations, however, though important in themselves, relate to only a tiny proportion of the vast effort of teaching, and learning, English in Thailand. In this latter sense English is a means of communication for business and commerce and liaison and diplomacy outside the boundaries of the country.

The Thai language is the medium of instruction in all schools throughout Thailand. English is nevertheless essential at all higher levels of education, since most important texts are in English, and students must have a knowledge of English at least as a 'library' language. In fact the difficulties of teaching one skill to the exclusion of others are well known, and what happens in practice is that ENGLISH, as a living language and as a means of communication, is being taught throughout the country. Here and there, inevitably, the emphasis of the teaching will be different, but the basic problem remains the same and is constantly demanding large quantities of instructional materials.

In Thailand these instructional materials can be presented in three levels. Firstly, the elementary and secondary education levels. At these two levels, texts are prescribed by the Ministry of Education. There are, of course, a few alternatives recommended at each level. Also, supplementary books and exercises are allowed for use along with the prescribed texts. Most of these texts are commercially produced, except for the 'Oxford English Course for Thailand' written by Mr H.C. Burrow for the first three years of English, the "Intermediate English Course for Thailand" by the same author, and the series 'English for Thai Students' prepared by the Southeast Asia Regional English Project for the following three years of English. For these three series, handbooks have been written for teachers who use them. Other handbooks have also been written to help facilitate the work of the Thai English teachers. Samples of these instructional materials can be inspected in the library of this seminar.

Secondly, the instructional materials used for the teacher training level. There are in Thailand three levels of teacher training: the elementary certificate, the secondary certificate and the bachelor of education degree.

For the first two levels all colleges use the same syllabus prescribed for each program. Texts are recommended, but colleges are at liberty to look for new or better texts, but which must reach more or less the same standard of English as required by the syllabus. Most of the texts are commercial except one series called "English for Thai Speakers", which consists of two volumes on grammar and one book on pronunciation for the first two year level. Supplementary exercises have been prepared in different colleges by the staff and volunteers. For the secondary certificate in teacher training level, commercial texts on pronunciation, grammar and reading are used. Since there is no complete text to be found on the market, however, supplementary instructional materials are needed. Different colleges have prepared their own supplementary materials, some of which are widely known and used in other colleges. For example, the materials prepared by Udorn Teacher Training College in the northeast of Thailand have been used by several other colleges.

At the college of education level, which is the level which confers a degree in education, commercial texts are used. Instructional materials are nevertheless needed to supplement the use of these texts, especially for the courses in the first two years, together with materials for the laboratory. Most commercial texts are found to have either too much vocabulary but insufficient structural exercises, or not enough questions to practice the content fully. The instructors thus have to prepare supplementary materials for those texts. This is the typical situation with regard to instructional materials in use in Thailand.

Thirdly, the university level. Since each individual university has its own aims and purposes in setting up its English program, most prepare their own instructional materials. Generally speaking, their first year English is based on remedial work. Most universities select certain commercial texts for this but supplement the texts with materials prepared by members of the staff. Thammasart University has recently established a new program of English for the first year students, and it is reported that they are using materials prepared by the staff members for teaching structure, and prescribe outside reading using commercial texts. Kasetsart University has prepared some materials for technical English and for translation courses. They have found it necessary to prepare additional materials for certain areas, especially structures and the teaching of problem sounds.

This is the general picture of instructional materials at the university level. The presentation is not complete, however, without mention of English in the vocational colleges and at the National Institute of Development Administration.

The Vocational Education Department has had some difficulty in getting appropriate texts. Instructional materials especially on reading have had to be prepared, to help the students learn all the technical terms. Their aim in English teaching emphasises reading, however, while most other institutions aim at the ability to use English for communication and to widen knowledge.

NIDA, on the other hand, have quite a different program. Their students are all master's degree candidates, and the English course is completed in only seventeen weeks. The materials used are selected or prepared by the staff to suit the specific needs of their courses. The preparation of materials as such is reported to be not completely satisfactory; and they are to be revised or re-prepared. Some commercial texts are also used, though not in their entirety, especially for writing courses.

QUESTIONS/DISCUSSION

A participant offered the suggestion that certain materials currently used in Thailand might also be suitable for the Khmer Republic.

Mrs Komkai was asked about the English language background of students who graduated from Kasetsart University. She replied that the graduates might have had as much as 14 years of previous English study. This, however, did not include any technical English. Miss Prachoom Dabbhasuta commented further that programmes in English at Kasetsart University were at various levels. Students were tested at entry and the classes during the first year were generally remedial courses. After the first year, the better students entered a course programme called "Special English", which they then continued throughout their time of study. English classes were optional for the lower proficiency students after the third year. Most of the students who go abroad on scholarships are from the "Special English" group.

A participant requested that there be a display of materials produced in the region. (This request was met; such a display was mounted in RELC Library). He also noted that publishers were always interested in discussing measures to adapt their materials to meet local needs, and could be approached for this purpose. He pointed out that there were some agencies (e.g. The English Language Book Society) which specifically engaged in re-publishing books to be sold cheaply.

VIETNAM

Le-Van

(The paper was read by Mr Canh in Dr Le-Van's absence.)

In Vietnam, the learning of foreign languages starts at the high school level. According to the choice of the students, English becomes either their first or second foreign language to be studied throughout the high school years. If English is selected as the first foreign language, it will be studied for seven years, but if it is chosen as the second foreign language, it will be studied only in the last three years of high school, along with the first foreign language. The number of hours of instruction varies from one level to another, but it is approximately from three to six hours per week.

In the handbook on the high school curriculum in Vietnam published by the Ministry of Education in 1971, the inclusion of English in the high school program is aimed at providing the students with the basic knowledge of the foreign language in the skills of speaking, reading and writing, and at giving them a general knowledge of the culture of native speakers of English.

Up to this year, there are two major national examinations at the high school level: one at the end of the sixth year, and the other at the end of the seventh or final year of high school studies. Starting from next year, the first examination will be at the end of the fourth year, and the second one at the end of the seventh year. English is one of the ten subjects tested in the above examinations. The tests on English cover different aspects of language learning: pronounciation, grammar, reading comprehension, vocabulary, essay writing, and translation.

Since 1950, many sets of textbooks of English have been used in Vietnam. They are L'Anglais Vivant, Let's Learn English, Practice Your English, Life with the Taylors, La Vie en Amerique, and, in the past five years, the English for Today series. These books have been recommended to the teachers of English by the Ministry of Education. However, in addition to the proposed texts, teachers of English are free to use any additional materials that they consider to be useful and appropriate for their students. Audio-visual aids such as tape recorders, language laboratories, and similar instruments are luxury items that schools in Vietnam do not have.

The English textbooks formerly and currently used in the high schools in Vietnam have been published abroad but they are printed in Vietnam since the demand for them is great. Most of the other English books that can be used in high school, however, are imported, and they are relatively expensive for the average schoolteacher in Vietnam.

The need for a set of textbooks of English suitable for students in Vietnam could be said to have existed for a long time. As the textbooks used in Vietnamese high schools have been written for wide distribution throughout the world, they are not entirely appropriate to the school conditions and the students in Vietnam. Topics related to culture and other aspects of life, which are often alien to the students in Vietnam add problems to the already expected language difficulties that every student encounters in learning a foreign language. Furthermore, the role of the mother tongue of the students could be said to have been ignored or disregarded by the textbook writers.

Many attempts have been made to produce a set of textbooks specially for high school students in Vietnam but none has been sucessful. The most serious difficulty encountered is the lack of specialists in textbook writing in Vietnam. As a result, most of the projects undertaken do not get very far due to the lack of technical knowledge on the part of the project originators. Failures or weaknesses of these texts include the lack of over-all planning and organization, lack of proper up-to-date explanations and instructions, poverty in content and techniques of presentation, and lack of try-out and expert criticism and evaluation.

Should the Vietnam Ministry of Education decide to produce a set of English textbooks for Vietnamese high school students in the near future, it would badly need people who have had some basic knowledge in this field. In these circumstances, RELC would be of the greatest assistance to Vietnam:

1. In giving training to personnel from Vietnam in different areas of instructional materials production, and in providing them with the skills to direct, organize, or co-ordinate such production;

2. In training the above persons to know how to evaluate textbooks;

3. In training them to produce en masse inexpensive and easily-made audio-visual aids from inexpensive materials available and/or accessible in the region for the purpose of teaching English, especially at the schools located in the rural areas and small towns;

4. In training them how to teach other people the above skills upon their return to Vietnam from RELC;

5. In assisting Vietnam to participate in any textbook project carried out jointly by SEAMEO member countries.

CONCLUDING REMARKS BY THE SESSION CHAIRMAN

Dr Robert Jacobs said that the papers and discussions had indicated both a need for more adequate materials and a desire for materials which were locally-orientated and locally produced. These indicated directions future RELC activities in the instructional materials field might take.

He further noted repeated mention of the need for supplementary materials (e.g. readers), and for materials for intensive training courses.

He expressed the hope that the presentation would help to focus the attention of the Seminar on specific problems of the SEAMEO countries.

PLENARY SESSION II

REPORT ON RELC INSTRUCTIONAL MATERIALS PROGRAMME

Alan Moller

Instructional materials development and the RELC programme

In presenting this report I propose to outline briefly what RELC has done in this area up to the end of 1971, to consider what we plan to do in the next four years and to share with you some of our ideas and experiences.

As you will have probably read in the seminar programme, the main objective of RELC is to improve the teaching of English in Southeast Asia. One of the ways of attaining that objective is through the improvement of teaching and learning materials. This was one of the main concerns of the group of planners who met to draw up the development plan for the Centre as long ago as 1967. It was highlighted by featuring instructional materials development as one of the major fields of RELC activity, together with research and training. A post designated 'Specialist in Instructional Materials' was created in addition to the AVA and Methodology specialist positions. Some of the problems quoted were: lack of materials adapted to the needs of Southeast Asian learners, lack of good locally produced materials, undue dependence on foreign produced materials which are frequently expensive, lack of materials adapted to the syllabus, inadequate syllabus for the needs of today. These complaints are only too familiar to you. To these has been added, more recently, lack of materials adapted to the needs of special groups of learners, particularly adults at the tertiary level pursuing specialist courses.

But before I continue, I should indicate how we interpret the term 'instructional materials'. By instructional materials we mean any form of material which aids the student in his learning of English and the teacher in his teaching of English. Materials may be in printed, pictorial or recorded form - or a combination of the different forms - and may be presented in a wide variety of media. Syllabus and testing materials also come under this heading. Thus a syllabus, teachers' notes or guides, or material to improve his own proficiency in English are examples of materials prepared primarily for the teacher. Basic courses, supplementary readers, filmstrips, programmed grammar units are examples of materials prepared for the learner. While keeping

abreast of the developments in educational technology we concentrate on the content or the 'software'. We are interested in the different types of lettering on charts, for example, but even more interested in the language that is presented on those charts. To be able to synchronise a tape-recorder with a projector is very useful, but the language that has been recorded on the tape and on the slides is our primary concern.

Activities to date

What have we done between 1968 and 1972? Firstly, we have deemed it essential to obtain as much information as possible on the materials that are in use in the region and to build up a collection of as many materials as possible which have been produced in the region and outside the region and which are relevant to the Southeast Asian situation. A sizeable portion of our Library and Information Centre is devoted to textbooks. In addition we have an extensive collection of tapes, records and film material.

Secondly, a centre such as this must become not only a clearing house for information on materials and English Language teaching in general but also a focal point where professional expertise on the many facets of language teaching is available. Thus, in response to requests from member governments or institutions members of staff have made trips from the Centre to advise or assist in curriculum or materials development projects or workshops. This consultancy service has been extended to projects or institutions in Indonesia, Laos, Malaysia and Singapore, as well as to our sister SEAMEO institutions the Regional Centre for Education in Science and Mathematics in Penang (RECSAM) and the Regional Center for Graduate Study and Research in Agriculture (SEARCA) in the Philippines.

Thirdly, training has been the main preoccupation of the Centre's programme during the first few years, and materials preparation has been central to the courses on Syllabus and Textbooks, Instructional Materials, AV Aids, and Language Laboratory. These topics have been covered in the four-month intensive courses and have accounted for between 20 and 25 per cent of the timetable. Seven such courses have been conducted to date. In addition to the 'formal' work, course members have had to spend at least a quarter of their time on a special project, which we call an 'assignment'. Over half of the assignments completed to date can be said to be in the general area of materials. In the course work a range of syllabuses (or curricula) are examined, textbooks are evaluated - each course member having to evaluate at least one book, a number of teaching aids are made, and finally the course is divided into groups, each group preparing some sample materials with a particular set of learners in mind. On completion of these samples, which are known affectionately in RELC

as the 'IM mini-projects', the materials are presented to the class and evaluated. During the past three and a half years all the skills have been covered at just about every level of learner with aural comprehension, specific pronunciation and grammar difficulties and reading comprehension predominating. However, it must be stressed that these materials are the product of a training exercise of very limited duration and cannot be used as the solution to one's problems on return home. The exercise does serve to show course members that, given time and a small number of competent teachers, materials can be developed and produced in their own countries, regions or home towns. If necessary they should take the lead in starting materials workshops to answer the particular needs of the local situation.

To illustrate the kind of work done for the individual assignment, I have included a list of the topics in the area of instructional materials tackled by members of our sixth course, held in early 1971 (see Appendix 1). 16 out of 25 members of that course chose to do assignments in this field. That is perhaps a slightly larger proportion than usual, but the range of topics is quite representative. Six general areas of interest recur from course to course:

Preparation of supplementary materials

Evaluation of materials in use and suggestions for their improvement

Analysis of content - particularly the lexical load - of specific materials

Guidelines for teachers, for use with specific materials

Preparation of a syllabus for in-service courses

Preparation of materials for part of a specific course

One of the consequences for the staff at the Centre is that nobody can escape supervising an assignment in the area of materials. One of the consequences for the course members is that often they are able to go home with some material which they have had time to think out carefully - with some specialist advice - and which they can try out on their students.

Fourthly, we have spent a lot of time planning for this new centre building and the programmes that will be conducted in it. Our plans were crystallized in June last year as a result of the RELC seminar on our programmes for 1972-76. At that seminar one workshop was devoted to the formulation of an instructional materials development programme, including objectives and priority areas. The conclusions of the seminar were subsequently approved by the Coordinating Committee and incorporated in the Blueprint, 1972-76.

Relevant excerpts from the Blueprint are included as at Appendix 2.

I would draw your attention to the objectives of the programme (see paragraph 1 of Appendix 2) which could be summarised briefly as

(1) information collection and dissemination,

(2) stimulation and assistance,

(3) materials development at RELC.

To meet the first objective we have been anxious to conduct a survey of materials in use and available in the region and provide brief descriptions. This work will begin after the seminar as a result of having some professional assistance in the Instructional Materials Unit. We shall also shortly be seeking the services of a Research Fellow to contribute to the materials evaluation section of this survey. As a result of this initiative we hope that within a year we may be able to begin issuing brief bulletins with information on materials that will be of interest and relevance to the region.

To achieve our second objective we shall continue to give the same proportion of time to instructional materials evaluation and preparation in our training courses. 1972 is a special year in which we are focussing attention on instructional materials, firstly through this seminar, and secondly through the specialized three-month course in the production and evaluation of instructional materials, the first part of which being participation in this seminar. Participants will next consider certain aspects of materials evaluation and preparation in greater detail and then spend two months working on a project in depth in small groups with professional consultancy. In this way they will encounter the problems and learn how to approach solutions from this practical experience. On completion of the course it is hoped that participants will return to their countries better equipped to participate in on-going materials projects and able to take the lead in new projects. It is also hoped that the educational authorities in SEAMEO countries will realize the new confidence and expertise that these people will have in this aspect of language teaching and make full use of them. We also hope to continue our professional consultancy services to member countries. RELC would welcome more national and more localized workshops or seminars devoted tc materials. Some of these could benefit from the professional assistance from RELC.

Our third aim - the development of materials is a longer term objective. The development of prototype materials, of self-instructional materials, the investigation of possible projects, and the undertaking of actual projects are specifically mentioned in the Blueprint (see paragraph 4 of Appendix 2 to this paper).

Priority areas have been drawn up and are reflected in the special regional projects chosen for the three month course and in the workshop topics for this seminar. We hope to gain useful information and ideas in the workshops, to make some progress in the projects in the three month course, to be able to appoint research fellows and assistants at RELC and to cooperate with outside institutions or agencies in the attainment of this objective. In the future, when projects are established, we shall be requesting the help of Ministries and institutions in trying out and commenting on material that we produce. Our first request will be very soon, for we have already embarked on one manual for teachers - on testing. This has been prepared by William B. Owen, until a few days ago our Specialist in Evaluation and Testing, and Robert Kelly as a follow-up to our 1970 regional seminar on 'English Language Testing' in Bangkok. It is now at the revision stage and should shortly appear in a preliminary edition.

Some observations

Finally, I should like to make three observations based on my experience at the Centre.

There is an insatiable need for materials. Basic courses are not enough. The adoption of a new basic course means that new supplementary materials, especially for reading, will be required. Notes for teachers also have to be prepared. The textbook and the teacher are just not enough these days. New technology is there to be exploited to bring students at all levels into contact with more spoken and written English.

There is a need for the closer integration of syllabus and materials at all levels. Indeed there are indications that this is well underway in the region. The first step is to establish more detailed syllabuses with more specific objectives so that the syllabus can give a more positive lead to the materials writers. In many cases this will call for a new syllabus, and in others for revisions to the existing syllabus.

There is a need to integrate the materials with real life. So many English teaching materials seem static and dull. The formula is never varied, much of the student's oral work is mechanical and the whole of the subject matter is somewhat remote and not linked in any way with what the learners are doing and are interested in in everyday life. Local situations and local contexts clearly add something. But they are not enough. Why shouldn't the learner of English read, write and talk about the things

that he discusses in his own language - his other studies, his outside interests, the fantasies of his age group, the facts of living in the seventies?

I hope that this report and these observations have supplied you with some useful background to this centre and to this seminar. I hope too that some questions have been raised in your mind which you will wish to pursue in the next few days. For my part I look forward to your contributions, both formal and informal, which I know will be of great value to myself and my colleagues at RELC as we seek to implement an instructional materials programme which will be of service to the region of Southeast Asia.

QUESTIONS/DISCUSSION

A member of the RELC staff appealed to those advising intending course members to suggest to them that they come prepared to the Centre. Staff had noted that projects undertaken were far more successful when course members had prior knowledge of what they wanted to produce.

Another RELC staff member remarked that it would be of great interest to the Centre to know what happened to the numerous projects completed during the intensive courses, in particular, whether or not they were being used in the schools.

In response, a participant from one of the branches of the College of Education in Thailand pointed out that materials, namely a book and a handbook on the teaching of poetry, produced by members of staff on a course at RELC, had been in use in the college. She also suggested that additional copies be sent to the institutions in case of the loss of the original. The speaker explained that three copies were sent; one to the Ministry of Education of the country concerned and one to the institution of the course member in addition to the one retained by the course member. He also informed the meeting that spare copies were kept in the Centre and were available for reproduction if necessary.

Another participant commented on the high cost of the materials, pointing out that they were often beyond the means of teachers in the region. He asked if RELC could explore ways of providing material at reasonable prices and of having them printed and circulated on a wider basis. To this the speaker replied that RELC funds for this purpose were limited; however, the greater the demand for copies became, the cheaper the material would be.

The next questioner asked the speaker whether he saw the role of the materials writer as an innovative one or one limited by the syllabuses and testing instruments already established.

The speaker felt that both roles were appropriate, that English teaching at its present stage in the region needed common goals and directives established in the syllabuses, and that the Centre should try to help countries acquire and develop materials consistent with the syllabuses, while at the same time there is a need for experimental materials.

A participant then asked whether there was any plan to make a survey of the particular needs of groups of learners in member countries. The questioner also asked if it would be possible to identify people talented in writing materials, with the object of giving them special training at RELC.

The speaker informed the meeting that a survey was made based on the work of the seminar of the previous year. He felt that the Centre had a reasonable idea of the needs and priorities of member countries. To the second part of the question, he replied that the centre must rely on the decisions of the various ministries regarding who would be sent on courses. RELC staff could, however, recognize those with special abilities who had participated in courses and could advise their ministries accordingly, if requested to do so.

The speaker concluded the meeting by advising the participants that facilities and professional advice were freely available to anyone who wished to work on short-term projects at the centre.

Appendix 1 to Mr Moller's paper

Subjects of assignments in the general area of instructional materials - sixth four-month course, RELC

Indonesia	-	Supplementary writing materials Suggestions for 'reading box' materials Songs Exercises on English verbs, based on error analysis
Malaysia	-	Teachers' guidebook for a particular reader (primary level) Writing programme for upper secondary classes Evaluation of textbooks
Philippines	-	Guided composition materials for the intermediate grades Syllabus for a two week in-service course
Singapore	-	An analysis of the lexical load of certain readers
Thailand	-	A first semester English programme for first year university students Written composition material for upper secondary Supplementary reading material for first year university students Situational materials for adult students Thai folk tales and stories for beginning pupils
Vietnam	-	A reading course for first year college students

Appendix 2 to Mr Moller's paper

Extract from the RELC BLUEPRINT, 1972-76

Instructional Materials Development Programme

1. Objectives

The Instructional Materials Development Programme for 1972-1976 will have the following objectives:

(a) To collect samples and descriptions of materials and to disseminate information on these to member countries.

(b) To stimulate and assist the production of effective instructional materials at a national as well as a regional level.

(c) To produce instructional materials which effectively answer particular needs in the region.

It is proposed to achieve these objectives through the conducting of activities descriptions of which follow.

2. Collection of samples and descriptions of materials and dissemination of information

(a) The Centre will continue to procure instructional materials (books, tapes, filmstrips, etc.) through donations from member countries, non-SEAMEO governments and publishers.

(b) Member countries will be encouraged to send to RELC brief descriptions of materials in use, together with copies of the materials, wherever possible.

(c) A questionnaire on instructional materials being used in member countries will be developed to bring up-to-date the information already at the Centre. The gathering of this type of information is a continuous process which the Centre will encourage by all the means at its disposal.

The purpose of the collection and survey is two-fold. Firstly, the information obtained will help the Centre to establish more precisely areas of need for instructional materials at regional and national levels. Secondly, this information, which will include brief descriptions of the contents and suitability of materials, will enable the Centre to answer enquiries about what type of materials to use in specific situations.

After the collection of the materials has been carried out, they will be collated and brief descriptions of them will be made available for circulation and distribution.

3. Stimulation of and assistance to instructional materials production

This objective will be approached in a number of different ways:

(a) Through the RELC training programme,

(i) by means of assignments and mini-projects in the Four-Month Certificate and One-Year Diploma Courses;

(ii) by devoting the first of the five Three-Month Specialized Advanced Courses to the area of instructional materials.

(b) Through regional and national seminars and workshops,

(i) Instructional materials production can be effectively stimulated by means of regional and national seminars and workshops. At least one, and preferably more, of the RELC Regional Seminars to be held from 1972 to 1976 will be devoted to the area of instructional materials.

(ii) National preparation, including national seminars and workshops, can increase substantially the effectiveness of the RELC Regional Seminars. The topic of the latter will consequently be announced approximately twelve months in advance to allow for this. Further national seminars can be devoted to the preparation of syllabuses and instructional materials.

(c) Through consultancy visits by RELC specialists to materials projects and workshops conducted at the national level.

For example, if the resources in a particular country are inadequate for the writing of suitable materials, the Centre may be able to respond with helpful advice or by arranging a consultancy visit by a staff member. All materials in preparation should normally be submitted to independent, qualified consultants for a specialist opinion. This is a service which RELC can provide. Modifications and advice on tryout procedure can also be suggested and advice on specific materials sent by correspondence.

(d) Through working visits by instructional materials teams from member countries to the Centre for the purpose of producing a particular set of materials.

Individuals, pairs or teams may also be sent to a training course with the specific aim of writing a particular course or part of a course.

(e) Through advice on materials for special purposes furnished by the Centre to other SEAMEO Centres and to educational institutions in member countries.

4. Development of instructional materials

(a) The development of prototype materials.

The Centre will not go into large-scale materials production but will attempt to produce materials which member countries and organizations can copy on a large scale if suitable for distribution (with due regard for RELC copyright agreements).

In respect of audio-visual aids too, the Centre cannot provide a service of multiple copies of aids but will provide advice and develop prototype aids to fit the specified requirements of member countries.

(b) The development of self-instructional materials.

The Centre will bear in mind the region-wide interest which has been expressed in the development of self-instructional materials for language learning and will give priority to the production of such materials for special situations.

(c) **Preliminary investigation of possible projects for the production of instructional materials.**

The Centre will carry out an investigation to determine whether a course for students with TEFL background about to begin tertiary education should be developed on a regional basis.

(d) Actual projects in instructional materials which the Centre plans to initiate in the period 1972-1976 :

Students' writing competition.

Production of leaflets/manuals for teachers.

Reading box materials.

Proficiency test at post-secondary level.

Investigation of a pre-university course (as in (c) above).

PLENARY SESSION III

A NEW APPROACH TO ENGLISH TEACHING IN THE PHILIPPINES

Summary of the paper given by

Teodoro A. Llamzon S.J.

The paper describes the most important features of a recent attempt to upgrade the effectiveness of English teaching to Filipinos. After a short presentation of the problems usually encountered in the English classrooms and speech laboratories in the Philippines, the paper zeroes in on the "chief obstacle" to success --- the use of American or British models and materials.

The paper goes on to summarize the results of research experiments on various aspects of the so-called "Standard Filipino English" (SFE), namely: (1) identifying the SFE speakers from speakers of the other varieties of English; (2) verifying the status of SFE as a variety of English by measuring the amount of information transferred when speakers of SFE communicate with speakers of other varieties of English (specifically, Americans and Canadians); (3) investigating whether the varieties of English used by Filipinos in various regions of the country show significant differences, or whether a "standard" prevails throughout the country, at least when formal style is used; (4) finally, an important experiment indirectly confirming the hypothesis that there is a sizeable community of native speakers of SFE in the Philippines. This section ends with a definition of SFE, and an explanation of why the other varieties of speech, found especially in Manila and its suburbs, cannot be considered SFE, e.g. Engglog or Taglish, "bamboo English", "O.A. English".

The third section discusses the various considerations for or against the use of SFE as target language in the English classrooms in the Philippines. It ends by emphasizing two points: (a) the need for reinforcement of what (i.e. type of English) the students learn in the classroom by what they actually encounter outside the classroom; and (b) the socio-linguistic implications of not teaching the "right" variety of the target language in a specific community or context.

The fourth section gives an account of the various materials prepared based on SFE. These materials are of three types: (1) English courses for the Grade School, High School, and College; (2) speech improvement manuals; and (3) dictionary of "Filipinisms". The paper then mentions the contrastive analysis undertaken between SFE on the one hand, and Tagalog and Cebuano on the other, with a view to preparing a syllabus for the arrangement of lessons contained in the English courses. Finally, there is a short account of how the tapes which accompany the English course were prepared.

The fifth section summarizes the results of an experiment to test whether these materials are more effective in teaching English than the traditional textbooks. It then describes the speech improvement manuals prepared especially for the various indigenous language areas of the Philippines; and finally, it talks about the dictionary of Filipinisms now in preparation, and the purpose of such a dictionary.

The paper ends by acknowledging a debt of gratitude to Asia Foundation for funding the research projects which made it possible to gain a better understanding of the various aspects of SFE --- a sine qua non for setting it up as a target language.

(The full text of this paper is printed in the RELC Journal, Volume Three, Numbers One and Two, June-December, 1972.)

QUESTIONS/DISCUSSION

The first question from the floor was asked because the participant was puzzled about the problem of Standard Filipino English (SFE). Was it that SFE had no prestige and should have, or were the divergences of SFE from Standard American or RP so great in sound, idiom, grammar, etc.?

The speaker replied that it was not yet understood what SFE really is. There were three different forms: 1) Bamboo English - which is considered sub-standard; 2) a mixed form of Tagalog-English; and 3) an exaggerated American style of speaking. SFE will have to be identified and norms of acceptability will have to be established.

The next participant remarked on the need for motivation in language learning and the fact that students must be won to English as an international language. Nationalism creates a situation where the learners do not want English but they do want it, a conflict in attitudes toward learning English. He then questioned the premise of acceptability, and the models in the McGill and Clark experiments.

What were the numbers involved? Why had a 4 point scale been used instead of the dichotomous "acceptable/non-acceptable"? Was a value judgement asked for? If the "formal style" is taught, would the "conversational style" not become dialectual? What of lexis? Did the materials contain Filipino terms? What of intonation patterns?

The speaker reported that in the Clark experiment there were 50 subjects; in the McGill experiment there were approximately 150. He doubted whether a larger sample would yield appreciable differences. He also agreed that there should be only two levels of acceptability: acceptable/non-acceptable, and the findings of the experiments were therefore collapsed into these two levels. As to the lexis, it did include such oppositions as "tennis shoes/sneakers/ gym shoes".

The third participant requested examples of SFE in different styles.

The speaker obliged by saying that the main feature of the formal style was the reduction of unstressed vowels to /ə/. In this style stops were aspirated and released in final position. In the conversational style there was generally a spelling pronunciation, e.g. sugar > /ʃu:gar/; stops were unaspirated, and in final position were unreleased.

Another participant asked if SFE speakers tended to belong to one socio-economic class, and if so, would there not be a problem of exposure to SFE?

The speaker replied that 2.6% of the population were native speakers of SFE and they represented the elite of Filipino society; therefore there is motivation to learn SFE.

One of the member staff of RELC then pointed out the need for research in Singapore on the acceptability of Singapore English.

It was asked by another participant if the government allowed the teaching of SFE. The speaker replied that there were no objections. Experiments had been funded by the Asia Foundation.

PLENARY SESSION IV

THE MODERN LANGUAGES TEACHING MATERIALS PROJECT IN BRITAIN

Summary of the paper given by

A. Spicer

In 1963 the British Government and the Nuffield Foundation decided to mount a large scale feasibility study to discover if it were practical and worth-while to introduce the teaching of French into the Primary curriculum and to spread the teaching of foreign languages down the age range and across the ability range in Secondary schools of all types.

The French Pilot was launched in 1964 when the first cohort (year group) of eight year olds began to learn French in the selected pilot schools and will continue until at least 1974 when the third cohort will have reached school leaving age. In the meantime interim reports are published by the National Foundation for Education Research and the Schools Council (see Bibliography).

Some of the main implications of the interim reports are as follows:-

(a) Attitudes of teachers and head teachers are of prime importance especially with regard to the performance of the lower ability children: where teachers' attitudes are positive such children perform up to and beyond expectation, where negative these children are more likely to fail.

(b) Teachers' performance in the target language is generally closely correlated to the pupils' performance; teachers' fluency is not however always positively correlated to academic qualifications.

(c) Method training is of great importance; native speakers who have not had adequate training rarely make the best teachers and good professionals with good materials can often compensate for a lack

of native-like fluency (but not for an inadequate command of the classroom 'register' of the foreign language or of the linguistic material of the lesson).

(d) The assurance of continuity of teaching between Primary and Secondary school is essential if effort is not to be wasted and if the morale of both teachers and pupils is not to be destroyed: continuity in this sense means not only that all pupils should be given the opportunity to continue their study of the language but also that sudden and traumatic changes of methods and aims should be avoided.

(e) Teaching Materials are also of great importance although by themselves they can achieve but little and cannot overcome or prevent the effects of inefficient teaching. Appropriate materials can however make it possible for all teachers to teach more economically, more interestingly, more effectively. Appropriate in this context means being specifically designed to meet the needs of pupils and teachers and to fit in with the general educational aims and principles of the school system in which they are to be used.

(f) Assessment, both on-going and terminal of all aspects of the scheme is not only necessary for evaluating success or failure but also provides the essential feed-back which makes success more likely. On-going assessment procedures require a high degree of flexibility in the organisation of the experimental conditions so as to permit action to be taken as a result of the feed-back thus received.

(g) The personal and professional commitment of all those involved in the scheme is another powerful ingredient of success: this includes not only the administrators, teacher trainers and course designers but also head teachers, teachers, parents, pupils, inspectors, publishers and boards of examiners. This inevitably increases the complexity of the operation but this commitment can be gained through consultation, open-channel communications and a demonstrable willingness on the part of the organisers to listen.

(h) Starting a first foreign language in the Primary school and the provision of suitable materials in other foreign languages for the Secondary school will not by themselves provide sufficient inducement to Headmasters to spread the teaching of these other languages down the age range and across the ability range. What is also needed is a reduction in the time allocated to the first foreign language for pupils who have already had three years instruction in the Primary school; the provision of an extra member of staff above the school's normal entitlement in order to encourage the starting of a new language, and the provision of adequate information to parents and pupils setting out the educational and vocational advantages of possessing two foreign languages.

QUESTIONS/DISCUSSION

Questions began with a request for clarification from a speaker who thought that Prof Spicer had said that about a quarter of the pupils in U.K. schools had been found incapable of learning a foreign language. Prof Spicer made it clear that he had been referring to the pre-war situation in English secondary education, when, for various reasons, only about 25% of students had been taught a foreign language. It was then assumed that only a minority of brighter students in grammar and public schools could profit from such studies.

The same questioner then asked for information about preparing audio-lingual materials for large classes, where it is difficult to give each pupil really effective oral practice. Prof Spicer replied that their most important way of overcoming such problems was to use group practice. When a large class was divided into a number of small groups, it was possible for pupils to talk to each other and so practise items they had already been introduced to.

The questioner referred to Prof Spicer's mention of the full-time team who were engaged in producing units of the materials. He had mentioned a native speaker of the target language, an artist and a linguist, in that order. What place did a teacher have in such a team? The answer was that the practising teacher played a very important part, possibly the most important part. However, the rank order he had given should not be taken too seriously, as all members had been essential to the production of effective instructional materials.

A second questioner then asked about the problems of anomie, the alienation of the target language environment from the first language environment. The speaker said that there had been cooperation with language agencies in the countries concerned, e.g. with CREDIF and other groups in France. In reply to a further question about what kinds of language structures had been included in the inventory, the speaker said that they were not solely of the "Hornby type" or any other kind, but were of a "hybrid" variety.

The next question, a rather desperate one, asked how one could convince a foundation/sponsoring organization that "playing it by ear" could be a better approach than over-rigid initial specifications. Prof Spicer said he recognized the problem, but the answer was a "trade secret".

The next question produced a brief account of the cycles of testing and re-testing of the materials. In the first year, draft materials were used in a small number of schools before the project proper began. The materials were then revised and used in 125 schools. In the second year, after further revision, they were used in the same 125 schools, re-written and amended by a panel of teachers and other experts. It would not have been possible to spend this amount of time on each year's materials, and so the sequence of draft-panelling - one year's use in schools - panelling and publication was followed.

Prof Spicer then answered an inquiry about time given to French in the Primary Schools. There was 30 minutes on four or five days a week. Choice of time of day was left to the individual schools, with a request that French should come as early in the day as possible. Headmasters were at first worried that time given to French would adversely affect other subjects, but with the cooperation of all teachers, extra time was "made" by cutting down on the time previously taken by routine operations, such as marking the register and changing into P.E. kit.

When asked about whether the pronoun "tu" (intimate form of address with no equivalent in modern English) was included, the speaker said that it was used from the beginning. This was a small example of the initial decision not to simplify or distort the language itself.

The next question concerned the sequencing of materials through structure and situation. Which was the guiding principle? Prof Spicer said that there was a list of structures, and also a list of titles of suitable situations (e.g. Christmas). Sometimes, a situation would be found to illustrate a structure. At other

times, the situation came first. A writer (often a native speaker) would prepare a simple account. The team would then examine it to see whether the language could be modified to suit the learner, without making it unacceptable to the linguist. Usually this was possible. If not, the material was scrapped. Teams were never afraid to diverge from the set plan when necessary.

On the question of methods, Prof Spicer explained that teachers were provided with a very detailed Manual of Suggestions. The broad plan of each unit was:

(a) The teacher explained in English, very briefly, what was going to happen in the lesson. He commented on particular points to notice e.g. social behaviour different from the pupil's own.

(b) The main language point was presented in a mini-situation, usually of only two or three sentences.

(c) This was then exercised through chain drills and other practices.

(d) A larger situation was presented e.g. a playlet on tape or film, leading to a performance by the pupils themselves.

(e) The lesson finished with either a game or a song.

The next speaker from the floor agreed with an earlier comment of Prof Spicer's that a good second language programme could help to improve pupils' performance in their first language. She had also found that teaching improved the teacher's own performance in a language. Her question concerned the methodology training given to teachers. Prof Spicer felt that it had not been possible to give sufficient specialized training in teaching the foreign language, but it was a great advantage that British Colleges of Education provide such excellent general training for primary teachers. The Project depended greatly upon the expertise of the teachers with young children.

Another speaker felt that it was always the first year that was talked about, and rarely the later stages of language teaching. How could teachers avoid the translation method later on? The answer was that the beginning stages are often the most difficult.

However, the Project has undertaken to provide teaching materials for pupils aged from 8-16 years. Such a span embraced the transition from primary to secondary schools; from having a class teacher to having specialist teachers for each subject; from having an integrated school day and syllabus to learning subjects separately. The Project directors took steps to ensure that there was no sharp break in methods between the two levels. Consultation between teachers of the two levels was encouraged, and the co-operation of secondary school French teachers was sought to continue the basic methods of the primary school, with its programmed introduction of new items and skills.

The next question asked whether the Project had proved that there is no such thing as a special language learning factor. Prof Spicer doubted whether anyone yet knew the answer to this. The Project had deliberately assumed that all pupils were capable of benefitting from learning a foreign language. If we re-phrased the question, however, and asked "Is there a special aptitude for acquiring a language under classroom conditions?", then the answer was probably "Yes", and the factor was probably intelligence.

Prof Spicer then answered a question about whether examinations were written and/or oral. There are no examinations in British primary schools. Secondary level examinations such as the General and Higher Certificates of Education, and the Certificate of Secondary Education, are administered by different regional Boards, and embrace a variety of syllabuses. Oral language tests are usually included.

There followed a comment on the impressive programme of language training for the teachers in the Project (five hours per week for six months, followed by two to three months in France). Prof Spicer confirmed that the vast majority of teachers were able to complete this programme with excellent co-operation from the education authorities.

The speaker from the floor commented on the need for similar training in the second language for teachers in the SEAMEO Region. We were able to give them some methodology, but much more training in using the language itself was desirable.

The final question was about what language the teacher's notes were written in. They were in English, as notes in French would be a disincentive for teachers whose own knowledge of the language was not perfect. It would have been a major defect of the programme to have had the notes written in French by a Frenchman, who was not a teacher familiar with English schools and pupils. It is most essential that teaching notes be written by a practising teacher.

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PLENARY SESSION V

THE DEVELOPMENT OF A READING LABORATORY FOR SECOND LANGUAGE LEARNERS

Summary of the paper given by

Jonathan Anderson

The paper describes the development of the Pacific Horizons Reading Scheme, a reading laboratory first published in 1971. It is thought to be the first set of multilevel reading-language materials developed for learners of English as a second language and as such it should prove useful to English teachers in Southeast Asia. The major purpose, however, in describing the preparation of the materials is to provide a set of guidelines for the possible development of similar reading materials for the region.

The multilevel philosophy of the Pacific Horizons Reading Scheme is outlined and then a step-by-step description of the development of the Reading Scheme is given beginning with the task of determining the aims and purposes of the programme. There follows an account of the writing plan or set of constraints issued to practising teachers. Perhaps the most important characteristic of multilevel learning materials is the arrangement of the reading selections into a carefully ordered sequence of reading difficulty. The process by which this was achieved using a research design based on cloze procedure is detailed. At all levels of difficulty cloze procedure appeared to grade certain reading selections more accurately than the grading by constraints. Some interesting data on the way children's reading preferences influence perceived reading difficulty are highlighted. Finally, suggestions for the further development of multilevel language materials for second language learners are made.

(The full text of this paper is printed in the RELC Journal, Volume Three, Numbers One and Two, June-December, 1972.)

QUESTIONS/DISCUSSION

Questions covered mainly the problem of restraints imposed on those writing the course. The first questioner, for instance, wondered whether there were any restraints on the questions following the text, but this was not so, except that they had to be multiple-choice type.

A participant wondered whether the teachers' expectations of children's interests coincided with the findings of the study. Apparently at the two extremes - the simplest and most advanced levels - this was true, although other levels showed divergences. This interested the questioner, who had found in a similar project that teachers' expectations were almost completely false.

Dr Anderson then explained, in answer to a question about the results of abandoning strict structural limitation and any consequent problems for the classroom teacher, that as the course was designed for upper primary school pupils with four years' previous English study, the problem was not as great as it seemed. Some constructions were of course recommended.

In answer to a query about the integration of the reading scheme into the whole programme, Dr Anderson said that in fact schools used it as an additional aid.

Someone who had introduced structurally-controlled material into Papua and New Guinea questioned the statement that vocabulary was a more difficult item than structure. The speaker thanked her for the comment, promising to pass it on but reminded everyone that the material was being used at a level where most English structures had already been taught and that anyway this question of relative difficulty was under debate by other experts.

As to whether the children were already literate in their own language, Dr Anderson said that although they spoke it, English was the medium of instruction.

Finally, in answer to another surprised questioner who wondered why the teacher-writers found the restraints of vocabulary and structure hard to keep to, the speaker said that this problem was observed by him in another similar project elsewhere. He reminded everyone that the factors of subject-matter and reader experience were also of considerable importance.

PLENARY SESSION VI

A NEW APPROACH TO ELEMENTARY INSTRUCTIONAL MATERIAL FOR SOUTHEAST ASIAN SCHOOLS

Summary of the paper given by

H.V. George

A. I will outline how contemporary instructional material results from a sequence of decisions, from the decision to have English in the curriculum to that of the "teaching points" for each lesson. I will show how successive decisions based on various assumptions result in disappointing courses.

B. I will describe instructional material with these operative principles:-

(1) at each stage we ask learners to do only what they can do,

(2) we reward effort to learn through the usefulness of what is learnt,

(3) where different criteria for usefulness give conflicting indications we establish a clear, responsible policy.

The first principle requires that the course start with material common to mother tongue and English. From the common sounds in common syllable positions, we determine a "minimum difficulty pronouncing vocabulary". The sounds used next are those giving most productive vocabulary expansion with least learner effort. These are practised during the period of exploitation of the first words, and the new words are the reward for learning them.

Ensuring the second principle requires observation both of English in use and of learning as it takes place, or does not take place.

Observation of English shows that:-

(a) words and forms occur with varying frequencies,

(b) words and forms do not contribute equally to communication, indeed some are virtually redundant,

(c) many items are members of unmarked-marked pairs.

Observations (a) and (b) require us to operate Principle (3): generally speaking, frequent items are useful ones, but some very frequent words and forms are in fact redundant. Our policy decisions then depend on observation of learning as it takes place.

Such observation shows that language learners - as all persons communicating under pressure - seek efficiency by ignoring redundant words and forms. Native English-speaking children move from redundancy-reduced English to "ordinary" English because (1) their naive efficiency seeking is not reinforced, (2) social pressure to conform is high, (3) they come to appreciate redundancy at a second level of efficiency in communication (protection against "noise"). European learners accept redundant items because they have already accepted matching redundancy in the mother tongue. For Southeast Asian learners (1) naive efficiency seeking is constantly reinforced by mother tongue experience, (2) social pressure is low (or negative), (3) teachers exclude from the classroom the "noise" which gives redundancy its general justification.

Course policy for frequently occurring but redundant forms is to make a realistic investment of effort and time. When an item seems redundant to a learner, the concept which the item represents is missing: one does not usefully try to establish the form before the concept. New instructional material is, therefore, not only more thorough: it has radically different teaching of (for instance) tense, concord and number inflection.

In marked-unmarked pairs, unmarked members are associated with formal simplicity, high frequency and the advantage to the learner of faster mental processing. This criterion for gradation has high consideration in the new approach. Priority for unmarked features automatically prunes many unrewarding items from current "progressions", which in any case are out of touch with the realities of school attendance and class attention.

(The full text of this paper is printed in the RELC Journal, Volume Three Numbers One and Two, June-December, 1972.)

QUESTIONS/DISCUSSION

A participant said that he had himself experienced considerable difficulty in teaching the features of English which Mr George had characterised as redundant. He asked whether the speaker had applied the new approach to many students in Asia and if he had any techniques to suggest. Mr George replied that there were various techniques for getting round the difficulty posed by redundancy. The point was to contrive situations for giving maximum significance to features which did not in themselves carry much meaning.

Another participant said that he had found Mr George's model interesting but wondered on what criteria he would decide how to begin a course of English teaching. The speaker replied that he would begin with what the students already knew - with what they could do. This would be based upon a comparison of the mother tongue and the target language and upon an analysis of learner's errors.

A third participant disputed the speaker's assertion that there was any difference in the problems of learning English for Asian and European children. The process in each case was the same process of human language acquisition. The speaker replied that there was a great difference in the amount of time a child gave to learning the mother tongue and that devoted to learning a foreign language. The L_1 learner was under social pressure to conform to the accepted forms whereas the L_2 learner had maximum reinforcement of efficient i.e. non-standard forms. A course should start with sentences and sounds present in the learner's experience. Those forms which did not have parallels in the learner's own language must be taught not merely as forms but as concepts.

Another participant said that he had some reservations about the speaker's characterisation of certain features as redundant since these were features which carried important intellectual distinctions. He instanced the categories of generalisation and particularisation, description and determination. If the grammatical distinctions were lost, the intellectual distinctions would also be lost and the value of English as a technological instrument would be undermined. The speaker replied that he agreed. The point was to teach the distinctions as concepts, not merely as forms. Unless they were so taught, the forms would be rejected because the languages of Southeast Asia had no formal linguistic correlatives of these distinctions.

PLENARY SESSION VII

A PERSONALIZED APPROACH TO TEACHING ADVANCED WRITING

Summary of the paper given by

David E. Eskey

The most promising new development in the language teaching field is the recent shift in emphasis from language teaching to language learning. We have just begun to realize that different students of a language master different features of it at different rates in different ways. Some teachers are therefore trying to develop more flexible programs within which each student can make the best of his own skills and his own way of learning.

For beginners, the material to be learned is much the same and a certain amount of regimentation is possible, but the flexible approach is particularly appropriate for more advanced students, whose needs and skills differ widely. At this level the student should ideally be able to work out a special program for himself.

This paper deals with the teaching of advanced writing. Of the three major areas of concern in such teaching -- vocabulary, grammatical structure, and rhetoric -- it deals exclusively with the second, the teaching of advanced grammatical structure, but the general approach suggested here could easily be applied in the other two areas of concern as well.

Most available materials for teaching advanced writing do not lend themselves well to a flexible approach. These materials either try to cover everything from the simplest to the most complex patterns or merely touch lightly on a variety of patterns without providing enough practice for mastery of any. As an alternative, Richard B. Noss and I envisage a series of advanced writing texts, each dealing with a particular structural problem. The first of these, English Nominalizations, has recently been published and will serve as an example. This text provides comprehensive practice in one important type of advanced construction, but the number of drills a student actually does depends on that student's particular needs. Students who handle nominalization well may complete the book quickly, skipping many of the drills; students who find it difficult may want to do them all.

By extending this principle into the study of the other types of problem constructions -- within the limits of our ability to identify those types -- the student and teacher together can design a personalized program tailored to fit that student's special needs. Future texts might deal with relative clauses, appositives, participials, and absolute constructions.

QUESTIONS/DISCUSSION

It was observed that some students would learn the 'trick' of specific drill sentences without knowing what the sentences meant and in those instances learning would not take place. Dr Eskey replied that getting the students to learn the 'trick' solved half the problem. From there the teacher could move up to the communicative side of language.

A second participant commented that he had tried a similar approach and found it unnatural. He asked two questions:

a. At which level did Dr Eskey aim this writing course?

b. Did Dr Eskey use grammatical terminology in the classroom?

Dr Eskey answered that he used this material at advanced levels with university students. The readiness drills at the beginning of his book could be used to determine whether a student could handle the material. In answer to the second question, he replied that he would use grammatical terms as seldom as possible but that use of such words as 'nominal' would help students focus on the problem they were working on. A participant commented that, while it might be necessary to learn the 'trick' before the student found out how to use it, at the primary level the teacher can approach students in a more natural way.

Dr Eskey replied that in principal his materials could be used in a more natural way but that the time factor and the fact that he was working with adult learners were involved in his choice of approach. The next speaker from the floor stated that many language teachers were bothered by the emphasis on form without meaning. He questioned whether the teacher might best begin with meaning and then move to form. Dr Eskey commented that it was his experience that students were not willing to do the drills without knowing the meaning of the sentences. He indicated that it was not clear how to

move from meaning to form, but that the teacher or text writer might choose sentences in logical sequence rather than random sentences.

The question of student manipulation vs. student initiation of the message was raised. Dr Eskey replied that this kind of drill was easier to do at advanced levels. The complexity of the structures crowded out everything else. Further, one sits down to write alone; writing is not the same as face-to-face communication. Admittedly, this system is not the way children learn but we know that adult learners do not learn a language in the same way as children do. He believed in the need for intensive practice in language learning. Pressure of time forces teachers to use drills in working with advanced students.

The next participant to speak indicated that he was always interested in the flavour of newness but he was not convinced that the material presented was new. Dr Eskey replied that little, if anything, could be considered absolutely new in language teaching. He intended that the audience focus on the approach rather than on the specific drills. Dr Eskey commented further that what was new was the personalized approach. This material could be used to suit needs of individual students. Another participant suggested that while Dr Eskey was mainly concerned with the macro-level, the overall approach, some of the questioners seemed merely concerned with the micro-level, the particular techniques for teaching particular items.

Another participant commented that although the idea was to save time in language learning, in the case of writing moving from manipulation to communication might be a waste of time.

Dr Eskey replied that when the teacher was concerned with oral/aural communication in the classroom, this writing material could be used for homework. Writing does not take place on a face-to-face basis and so can be practised by the student alone.

PLENARY SESSION VIII

THE TEACHER EDUCATION PROGRAM (TEP) IN RETROSPECT AND PROSPECT

Summary of the paper given by

Robert B. Kaplan

The purpose of this paper is to discuss the Teacher Education Program historically, to review its reception globally, and to present strategies for its utilization in Southeast Asia.

The Teacher Education Program (TEP), an automated, multi-media, self-instructional course in the special techniques of teaching English to speakers of other languages (containing 26 programmed workbooks, 163 cartridge-loaded 8mm sound films, 140 cartridge-loaded audio tapes, 3,000 pages of worksheets, participation forms, and other teaching aids, a 28 volume reference library, and a fully equipped learning console equipped with an 8mm sound projector, a tape deck, a lamp, a fan, two speakers, a set of head phones, and accessory electronics) was originally designed under a contract between the United States Agency for International Development and the English Language Services in the years between 1962 and 1965. In the subsequent period, between 1966 and 1970, the program was field tested under the auspices of USAID in Caracas, Venezuela, Beirut, Lebanon, Hyderabad, India, and Singapore. It was also tested under the auspices of the Ford Foundation in Nigeria and, under the auspices of various other agencies, in Austin, Texas, at Northern Arizona University, at the University of Southern Illinois, and at the University of Southern California. The final evaluation was conducted in the summer of 1971.

The field testing of the program was beset with a number of very complex problems, some of which were functions of the wide spread of the testing stations, some of which were manifestations of rapid changes in instructional technology, and some of which were inherent in the program itself. In general, the field tests did demonstrate that the concept of the program was viable, but that the program in its experimental form contained a number of discrepancies and that the program in its experimental form did not specifically meet the needs of constituencies at all of the test sites.

QUESTIONS/DISCUSSION

The first question addressed to Dr Kaplan concerned the expense of the TEP module. Dr Kaplan replied that as TEP had only been tested in a pilot programme under governmental and private agency expense, there had been no cost analysis done. Later, in response to a query about the economical advantage of the TEP program in Training teachers, Dr Kaplan agreed that the cost of the test modules had been rather high, approximately fifteen thousand dollars (U.S.) per unit. He again emphasized, however, that no price analysis had been done, and he felt that a much less expensive unit could easily be developed. He felt that, after the initial purchasing cost, the modules would be economical in that they would require little upkeep, are highly portable and their multiplier effect (i.e. can be used over and over for many teachers) would eventually outweigh the initial cash outlay.

In response to a question about the pedagogical and enrichment purpose of TEP, Dr Kaplan stated that the modules, if properly used, would aid the teacher in the areas of linguistics, methodology and educational theory, as well as bettering the teacher's own English. As the modules could be used for both pre-service and in-service training, they could provide an effective means for helping English teachers keep up with latest developments in English teaching, as well as aiding them in improving their English ability.

Dr Kaplan could offer no specific proposal for TEP's utilization by either RELC or other organizations. When it was suggested that BBC, for example, might be interested in utilizing TEP, as a part of their planned program for English language teaching via radio and television, Dr Kaplan replied that they had already contacted the BBC, which was not interested in TEP. He did feel, however, that RELC might serve as the instrument for interesting a consortium of Government, private and academic agencies in developing TEP and incorporating it into either regional or national teacher training programs.

PLENARY SESSION IX

THE DESIGN, DEVELOPMENT AND DISSEMINATION OF INSTRUCTIONAL MATERIALS

Summary of the paper given by

Francis C. Johnson

This paper outlines a system for the preparation of instructional materials for teaching English as a second language. It is submitted in the belief that any major program for the preparation of instructional materials needs to progress through certain definite states to ensure that the materials ultimately produced are the result of systematic and planned procedures. The attached figure is a diagrammatic representation of recommended stages. In the figure, three major phases are identified as the design phase, the development phase, and the dissemination phase. Within these phases definite stages can be seen as contributing to successful materials preparation.

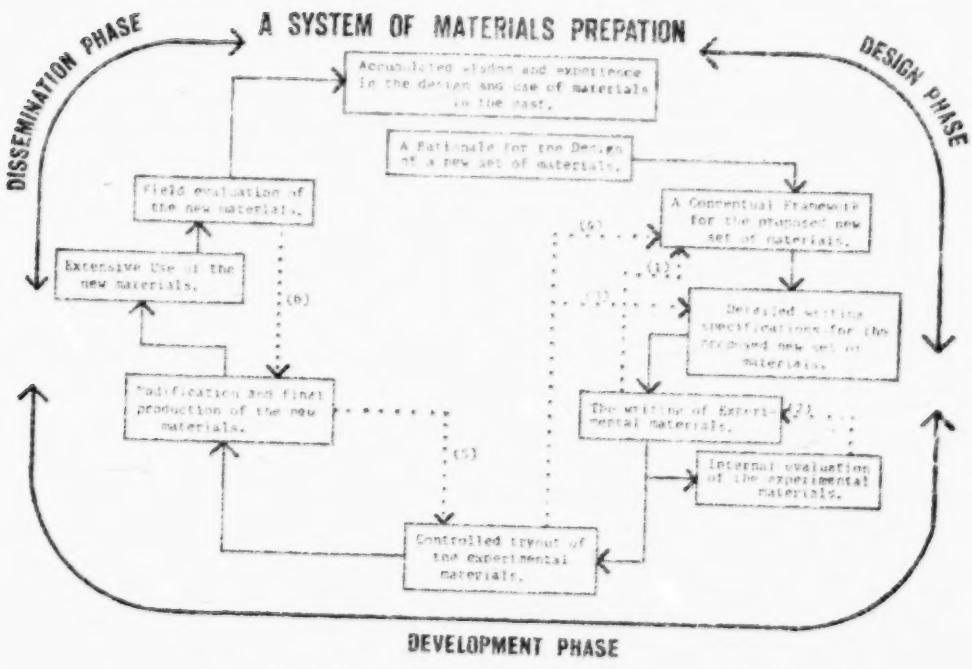
The design phase is concerned with the planning that underlies the proposed set of materials. The design phase will involve the writing of a rationale which justifies the preparation of new materials, a conceptual framework which sets out the concepts which will give the materials their unique characteristics, and detailed writing specifications which are instructions to materials writers about the subject matter, language content and techniques of teaching to be associated with the new materials. Most people involved in the design phase would be scholars of English as a second language - those people who are cognizant of basic research in the discipline and who deal mainly in theories, concepts, ideas, and perhaps even hunches of how to improve second language learning and teaching.

The development phase is concerned with the work which goes into the production of a finished set of materials. It includes the writing of experimental materials, an internal evaluation of the materials to determine whether or not the concepts of the conceptual framework are consistently manifest in the materials, the controlled tryout of the experimental materials, and the modification and final production of those materials. In the development phase, scholars would be working with materials writers, classroom teachers, research assistants, and publishing specialists.

The dissemination phase is concerned with the successful adoption and use of the new instructional materials in classrooms. This will involve the spread of information about the materials, preparation of teacher training materials, and the planning and conduct of pre- and in-service teacher training courses. In the dissemination phase those responsible for the design and development of instructional materials work with educational administrators, teacher trainers and classroom teachers.

The identified phases and stages within these phases represent a process which assumes that nothing goes wrong in the preparation of instructional materials. Unfortunately, as anyone who has been involved in the preparation of materials will testify, it is safer to assume that everything will go wrong. In the figure below, the dotted lines and association notes spell out some of the things which may go wrong.

(The full text of this paper is printed in the RELC Journal, Volume Three, Numbers One and Two, June-December, 1972.)


A SYSTEM OF MATERIALS PREPATION
DISSEMINATION PHASE
DESIGN PHASE
DEVELOPMENT PHASE
Accumulated wisdom and experience in the design and use of materials in the past.
A Rationale for the Design of a new set of materials.
A Conceptual Framework for the proposed new set of materials.
Detailed writing specifications for the proposed new set of materials.
The writing of Experimental materials.
Internal evaluation of the experimental materials.
Controlled tryout of the experimental materials.
Modification and final production of the new materials.
Extensive Use of the new materials.
Field evaluation of the new materials.
(1)
(2)
(3)
(4)
(5)
(6)

NOTES:

(1) During the writing of the new materials it may be found that it is impossible to incorporate what seemed to be a promising idea, into a classroom learning and teaching context. This may lead to a modification of the conceptual framework and the rationale.

(2) Information provided by an internal evaluation may necessitate the complete re-write of some parts of the materials before they are given a controlled tryout.

(3) Feedback obtained from controlled tryout may necessitate changes
(4) in either the conceptual framework or the materials specifications, changes which are so fundamental to the basic design of the materials that they would, in their new form, require further controlled tryout.

(5) It may be considered desirable, when materials are modified on the basis of feedback reports, to have them tried out again.

(6) As a result of a field evaluation, the final form of the materials may be modified and produced as a new edition.

QUESTIONS/DISCUSSION

A participant began by asking whether, at any point in the system of materials preparation (see diagram on Page 104) a comparison between new ideas and old ideas was provided. The speaker replied by pointing out that new ideas were assumptions or theories and that a new theory might set up a set of assumptions about a language. For example, a linguist may assume that language is one thing; another may have a different concept about it. Scholars for their part continuously compare the different assumptions, studying their workability. Teachers may or may not believe the assumptions.

Another participant felt that the speaker seemed to imply that all new ideas come only from scholars and never from the teachers. The participant felt that teachers could also be a source of ideas. The speaker, while accepting that teachers also have ideas, nevertheless stressed that they cannot be the source of assumptions considering the nature of their work and their training. The teacher, it was admitted, was expected to know more about the pupils than the scholars. Although the teacher generally does not have the theoretical training of the scholar, it is she who will eventually decide whether the theory is workable or not. The teacher is a scholar of actual learning but not a specialist in linguistics even if she might have new ideas. The scholars' ideas (assumptions and theories) are the bases of classroom techniques.

Another participant asked whether it would be better to add a preparatory phase prior to the conceptual framework for the preparation of materials to better study the insights and assumptions upon which the conceptual framework would be based so as to ensure a solid foundation for the design. The speaker replied that this phase could be handled by researchers. The test for materials, it was pointed out, is whether teachers can make use of them or not. The need to have the teachers know how to use the materials was stressed - implying the essential role of teacher training in this regard.

A participant complained that there is usually a time lag between the first and second phases in the materials writing system. She asked whether there was any possibility of remedying the delay. The speaker emphasized that the time lag was not in the system presented. The delay resided in the people who mark time on each phase of the system. He stressed further that instructional materials production rests on the systematic scheduling and organization of the project.

Another participant asked whether learning problems should not be identified first before embarking on a materials writing project. The speaker pointed out that new ideas come generally as a result of the emergence of shortcomings and failures. If there were no problems there would be no justification for new ideas.

Another participant wanted to know who should be blamed for learners who cannot learn - the teachers or the ideas (meaning the scholars). The speaker lightly assured the participant that the instructional materials could be principally blamed for the failure.

A participant wanted suggestions for evaluating the effectiveness of materials. The speaker replied that all materials are good if the users believe in their rationale and the goals they are intended for. Materials are good or bad depending upon whether they achieve the goals set or not.

PLENARY SESSION X

GOAL AND TEST CONGRUENCY AND SYSTEMATIZATION IN MATERIALS PREPARATION

Summary of the paper given by

Gerald Dykstra

Goals of, and within, instructional strategies imply criteria by which to determine their achievement. The most commonly used criteria for verifying goal achievement are test results. The aim in this paper is to present a model of a wholly congruent goal-and-test subsystem within a system of instructional materials preparation.

Reasons for presenting such a model include the theoretical economy and symmetry demonstrated by the model and the empirically validated instructional power inherent in subsystems built on this model. In the operation of such a subsystem, new orders of efficiency, test validity, instructional utility and system effects appear.

In the context of this model the term "goal" shall be used equally to refer to broad high level goals and to the lower level goals often called "objectives", and to the still lower level goals often called "cues". The purpose is to avoid that which becomes false and misleading dichotomy in the congruent system (goal and objective) and also to avoid that which becomes simultaneously misleading dichotomy and failure to highlight actual significant differences (goal and cue). In the congruent model, full congruence is essential, even though distinctions are made between purpose, goal, cue, test, response, monitoring, indicators or criteria, error/success information, goal achievement, next alternatives, higher goal distance or direction, relevant purposeful humane evaluation, and human purpose again, completing a spiral progression. In the paper, these distinctions are necessarily collapsed to a considerable extent.

The cue, often confused with a test or test item, derives directly from the criterion and seeks to elicit a learner response (in the test phase) which meets the criterion by which goal achievement is indicated. Maximum success is achieved if goal, criterion, and test are represented by one program entry. At this point the cue sequence clearly has maximum face validity and the

test (a response that, if successful, meets the criterion for goal achievement) may acceptably be seen as parallel to the cue. The purpose of the cue is to elicit the actualized achievement of the learner's goal (or subgoal). If the criterion, therefore, is not the same as the goal, and if in addition the criterion is not acceptably seen as that for which the learner may legitimately strive in seeking to achieve the goal, it means that the criterion is not yet acceptably refined for the purposes of the congruent system.

The model of a congruent system is fully realized in instructional materials which are constituted of a detailed goal system with an isomorphic or parallel set of cues. When the cues are in use, eliciting responses, the result is a test situation for which a set of criteria, isomorphic with or parallel to the goals and/or cues, is necessary.

Any given instructional strategy (or sequence, or program, or materials) shall be assumed to derive from a relatively high level goal or desired outcome for a learner or learners. At the top level, that goal shall be, or include, the learner's prime purpose in committing himself to the strategy. Parallel to this shall be a criterion by which anyone who needs to determine if the goal is reached actually determines that. Through adequately rigorous processing in program development, the goal and criterion are brought to match.

In the immediately preceding paragraph, we have been dealing largely with a tautology almost on the order of this one: "If $2 = \frac{1}{2} \times 4$, then $2/1 \times 2 = 4$". This tautology is extended to ever smaller portions of a goal system in an instructional strategy until we reach the most minute step that any learner takes in moving along a series of successively closer approximations (which may include analytical components and/or components which are deemed necessary enroute to a higher level goal but no longer necessary once that goal is attained) to his ultimate goal. Each successively closer approximation is viewed as a "goal" and each such goal is accompanied by a criterion by which achievement of that "goal" is determined and is also accompanied by a cue (elsewhere called a "test" or "test item") that may elicit the response that demonstrates achievement at criterion level.

With appropriate organization, the product becomes a goal system of elegant clarity, a "test" sequence with exceedingly high face validity, and an instructional system of grand simplicity and utility.

Implications for current practice include:

(1) necessity of basing both materials and "tests" on prior establishment of individual-learner-oriented goal systems;

(2) inherently limited efficiency and adequacy of both "tests" and materials prepared without goal and test congruency; and

(3) inadequacy of even goal and test congruency in ESL/EFL when based primarily upon linguistic analyses as opposed to the primary basis of measurable communication outcomes in communication systems.

(The full text of this paper is printed in the RELC Journal, Volume Three, Numbers One and Two, June-December, 1972.)

QUESTIONS/DISCUSSION

The first questioner, claiming to be an arrogant teacher, said that the attainment of goals should be the business of the teacher of English as a second language rather than anyone else. The speaker agreed but suggested that there are different levels of learner goals and that the total goal of communication must inevitably be broken down into sub-goals. He suggested that in a particular situation there could be a level at which it would be most appropriate for the teacher to take over on-the-spot subdivision of goals, but that we should not be in the position comparable to that of denying the carpenter his hammer in the belief that he should drive the nail in with his bare hands. He added that the ultimate point of sub-division and specifications of goals comes when the pupil can identify and achieve a succession of sub-goals which take the pupil toward the final goal of communication.

Another participant commented on the difficulty in practice of achieving goal and test congruency. In her country, 'proficiency in English' was the goal, but tests were aimed rather towards sub-goals. The speaker replied that the failure to make tests congruent with goals resulted in part from the failure to state these goals with adequate precision. He agreed on the difficulty of this task but suggested that it is better to aim high and, if necessary, admit to failure, rather than allow a false claim for test congruency to pass. The speaker also

noted that 'communication' was by no means identical with 'proficiency in English'. He suggested several uses of peer communication as valid approaches to testing communication.

The next questioner confessed himself intrigued by the word 'communication', and suggested that it must necessarily mean the combination of 'Content' and 'Means' with other factors such as 'Motivation'. The questioner felt that communication was quite common as a goal to all language teachers, and that language teachers had also established such sub-goals as 'Listening', 'Speaking', 'Reading' and 'Writing'. The speaker said that although he viewed 'communication' very broadly, there were areas of extra-linguistic communication that we need not perhaps be concerned with. He regarded the four skill areas as valid sub-goals, but re-emphasised the need for precise definition of what constitutes the sub-goal of, for example 'reading', suggesting a number of possible different specifications. He agreed that language could be considered in terms of 'content' and 'means' but suggested again the need for exemplification or operational definition.

The next questioner referred to the speaker's paper, saying she felt the value of the 90/90 criterion for testing had been queried. She asked the speaker if this was the case, as the criterion was generally accepted in her country. In her second question, the participant noted the difficulty of preparing valid 'traditional' reading tests and asked for the speaker's views on CLOZE procedure tests which were comparatively simple. In reply to the first question, the speaker suggested that the 90/90 criterion is an admission of failure, and that while failure may often be unavoidable, we should not place ourselves in the position of accepting it as success. On CLOZE procedure for testing reading, the speaker said that such tests were completely acceptable if the pupil's ability to perform in the tests is correlated with the goal of reading, and that this correlation was an assumption which the questioner could legitimately make. However, the speaker considered CLOZE tests to be one step removed from a full communication situation, insofar as they still test only linguistic response, which may, indeed, be enough in some situations. He indicated also, however, the desirability of tests which would come still closer to seeing if the reader could demonstrate his ability to translate his reading into overt behavioural responses, such as we find in following some sets of written instructions.

PLENARY SESSION XI

APPLIED LINGUISTICS AND INSTRUCTIONAL MATERIALS

Summary of the paper given by

Robert Kelly

(1) Though there are some aspects of the preparation of instructional materials (IM) that are autonomous to that activity, the preparation of IM can also be considered as an exercise within the discipline of applied linguistics. It is from this point of view that the preparation of IM is considered here, as the object of applied research in applied linguistics.

(2) In order to provide a framework for systematising applied research for the development of IM, an explanation of what is involved in applied linguistics is given.

(3) The field of applied linguistics, like that of any other discipline, can be defined by the goals of the discipline. One way of specifying the goals of applied linguistics is as follows: to help students learn to produce and comprenend oral and written discourse in a foreign language.

(4) There are then three separate, but related, areas in applied linguistics: learning, psychology of language use, and discourse structure. Applied linguistics is then a multi-disciplinary activity, oriented towards providing solutions to problems rather than to the postulation of explanatory theories.

(5) One stumbling block to progress in applied linguistics and to activities within the discipline such as the preparation of IM has been the failure to recognise all that is involved in taking part in connected discourse.

(6) This has led to a totally inadequate conception of the psycho-linguistic capabilities required to support this activity of taking part in discourse, and this in turn has led to an under-specification of the learning task that confronts a student who wishes to learn to use a foreign language.

(7) This state of affairs illustrates well the relationship that exists among the various disciplines in applied linguistics. A full examination of the structure of discourse and verbal behaviour in the broad sense will lead to a more adequate conception of the psycho-linguistic mechanisms that are brought into play in language use. This specifies what the student has to learn to do, and hence, as the task is seen to be more complex than previously supposed, the help provided in the form of instructional materials will have to be increased to meet this greater need.

(8) Though there is a relationship among the disciplines in applied linguistics, it is well not to forget the limits of relevance that apply to the contributions of any one discipline. In particular, there are no pedagogical implications that can be drawn from either linguistics or psycholinguistics. A set of IM must be evaluated independently from the point of view of the three separate disciplines.

QUESTIONS/DISCUSSION

A participant asked what was the role of socio-linguistics in Mr Kelly's schema, to which Mr Kelly replied that language variety and some aspects of meaning would certainly be better handled by socio-linguistics.

The participant also inquired if it would not be close to the truth to say discourse is characterized by various types of coherence. The speaker pointed out that he had considered discourse as a set of appropriate utterances for pedagogical reasons.

Another participant questioned the speaker's broad definition of applied linguistics and asked what other labels could be used. The speaker suggested "Applied Language Sciences". But it seems we are stuck with the historic name of Applied Linguistics as evidenced by the forthcoming Congress of Applied Linguistics in Copenhagen.

A third participant asked Mr Kelly to account for pedagogy as opposed to learning theory in his schema. The speaker replied that pedagogy should be the general concern of learning theory. The participant also asked the place of methodology. Mr Kelly replied that we have to leave methodology to the profession as it cannot be claimed that our scientific knowledge is sufficiently detailed to determine a methodology.

Another participant pointed out that there have been a number of conflicting tendencies in applied linguistics. On the one hand there has been very detailed work in narrow areas, on the other the global view of a large theoretical framework presented by the speaker. How do we define some of the basic concepts, for example the dichotomy between meaning and coherence? Also how do the theories of Chomsky on language acquisition fit into this schema?

The speaker first replied that he had not discussed Chomsky and that the difference between learning one's mother tongue and a second language are much greater than the similarities.

Concerning large frameworks the speaker feels that Applied Linguistics has suffered from the lack of a framework and now at least we can ask questions against this framework.

And last of all concerning the dichotomy, we are not at all clear on these terms but these can be discussed and perhaps their use agreed upon.

PLENARY SESSION XII

SOCIOLINGUISTICS AND INSTRUCTIONAL MATERIALS

Summary of the paper given by

Clive Criper

The preparation of language teaching material has traditionally been based on studies of linguistic form, grammatical, phonological and lexical. The linguist has primarily been interested in studying the structure of language in isolation from the contexts in which it is used. He describes language as an "ideal", as if it contained no variation and was not tied to any particular context. Sociolinguistics, on the other hand, has concentrated on the study of variation in language, both dialectally and in terms of its different social contexts.

Recent work in sociolinguistics in Edinburgh has shown the possibility of basing teaching materials on the actual communicative funtions of language as well as on the more traditional study of linguistic forms. Many students are taught formal grammar over several years yet remain deficient in the ability either to communicate orally or to comprehend normal written language. Their problem lies, therefore, in their inability to operate language in a context or to understand language when used for actual communicative purposes. Perhaps one of the most common approaches in language teaching is one which favours both structural drill and practice together with a situational approach. Essentially a situational approach ensures that language items are presented in a clearly defined context so that their meaning is clear. These items are then practised through a series of varied exercises designed to establish the structures in the learners' mind. What is taught in this way is the ability to compose correct sentences. However, a further ability is needed, that is the ability to use these sentences in an appropriate way in communication.

The paper is therefore concerned to examine the recent work in sociolinguistic study of speech functions and discourse analysis and show how these notions can profitably be used in the preparation of more advanced teaching materials.

QUESTIONS/DISCUSSION

A participant asked if there were not a variable involving more than linguistics which had to be taken into account in relation to students from developing countries which lay in an area of misunderstanding based on different presuppositions. The speaker agreed that context was crucial and that the rules of language use were culturally bound. The problem lay in the purpose for which one teaches English. At the advanced level the learner needs to interpret correctly the intentions of writers of scientific texts. If the aim of learning English is the correct interpretation of, for example, Scientific English, it is essential to work towards these presuppositions which may initially be foreign to the language learner.

Another participant asked if there were not another meaning besides form; at a certain level statements had the opposite of the apparent. The speaker agreed that, at the advanced level, the drilling and knowledge of linguistic form have to be directed to the comprehension of actual communication; students arriving in a metropolitan country often experience a shock as a result of their lack of interpretative ability.

The next questioner asked if there were not more common ground between sociolinguists and theoretical linguists than had been implied, e.g. in such areas as performative analysis. The speaker agreed that there was no fundamental dichotomy between the two kinds of practitioner, only one of emphasis. The sociolinguist tends to take into consideration what has gone on before the utterance, the attitudes of the speaker and listener and so on, whereas the linguist tends to idealize his data differently.

A fourth speaker considered that the second language learner was often thrown into the deep end of using language in context; the teacher should mediate by making an orderly progression from ordinary language to the language of specific contexts, such as the scientific. The speaker agreed and thought the same problems also existed for L_1 learners who moved into different uses of English, since they did not necessarily have the ability to interpret all varieties of a particular language.

Another participant asked if translation passages could not be used as a practical means to move on to sociolinguistic considerations in language interpretation. The speaker agreed that it was important to relate things to a person's own cultural background and that translation could be used to relate known ways of

saying things to equivalent ways of saying the same things in a foreign language. The final comment from the floor was on the subject of translation. The old grammar-translation courses were uncontextualised and unsatisfactory in many ways. However, translation puts the semantic element at the centre and there was scope for reconsidering the potential usefulness of translation at certain levels of teaching.

PLENARY SESSION XIII

THE PRACTICAL ASPECTS OF INSTRUCTIONAL MATERIALS PREPARATION

Summary of the paper given by

Kenneth Methold

The author discusses the different markets for materials and the importance of identifying each market if the materials are to be appropriate for it.

He continues by commenting on some of the essential criteria for the preparation of materials and deals with such topics as teachability and the need to clarify objectives.

Concern is expressed at the apparent lack of interest among Southeast Asian teachers in purchasing materials, and reasons are suggested to explain the phenomena.

The problems of syllabus requirements are touched on and there is some discussion on the problems of testing and evaluating new materials.

The author concludes by out-lining briefly the production processes involved in getting a writer's materials to the students and teachers who will use them.

(The full text of this paper is printed in the RELC Journal, Volume Three, Numbers One and Two, June-December, 1972.)

QUESTIONS/DISCUSSION

A participant questioned the speaker's remarks on market viability as an important criterion and asked for comments on the possible consequence that new and innovative materials may not be published as they would not sell in large numbers. The speaker replied that any assessment of the publishers' record in this matter would show that innovative materials do get published. He said that he was trying

to draw attention to the fact that, as long as there were strict syllabus requirements and inadequately trained teachers, instructional materials would tend not to be innovative. He remarked that a hopeful sign was the increasing contact and consultation between education authorities and educational publishers.

Another participant asked what should be done in a situation where cultural needs of the pupils tended to conflict with type of instructional materials recommended. The speaker replied that a knowledge of the exact situation was required before he could answer and suggested the participant consult a publisher who may be able to advise her.

The next questioner asked how many copies needed to be printed before a book was considered viable. The answer was that this depended very much on the type of book and that pricing was related to quantity of books printed. He thought 1,000 copies the minimum; potential sales of 5,000 copies in two years would mean a successful book.

Another participant queried the constant rise in book prices and asked if this could be avoided. The speaker replied that this was related to rises in the cost of living and that there were schemes like the ELBS scheme which enabled publishers to produce low-cost editions.

Another questioner commented that emphasis on teachability might lead to instructional materials being created for the lowest common denominator in teachers. The speaker replied that he agreed that a balance must exist and that he had referred to learnability in his paper. He advocated the creation of 'teacher proof materials' to overcome teacher deficiency.

The next comment dealt with the common notion that local writers were somehow inferior. The speaker stressed that he did not agree with the notion, that it was unfortunate and that the solution lay in collaboration with established authors and improvement with time and success.

Another comment dealt with RELC's attitude which was to encourage local teachers in SEAMEO countries to prepare instructional materials. RELC had started a course in the preparation and evaluation of materials and its experience had shown that local experts had come up with good ideas. Perhaps in the workshop sessions more recommendations and ideas might emerge.

Finally it was pointed out that if a local writer found that an international publisher would not accept his work, he should try local ones who often were prepared to publish, even if sales potential seemed limited.

IITA

Workshop Meetings

Summaries and Proceedings of Workshop Meetings

The reports were delivered by the Workshop Leader in each case

WORKSHOP A

AURAL COMPREHENSION AND READING MATERIALS FOR TERTIARY LEVEL SCIENCE AND TECHNOLOGY STUDENTS.

Leader: Dr Panninee Sagarik

The workshop began with a paper by Mr D.J. Cobb based on work done at The Asian Institute of Technology, Bangkok. A summary of this paper now follows:

AURAL COMPREHENSION MATERIALS FOR TERTIARY LEVEL SCIENCE/TECHNICAL STUDENTS

The author attempts a clear distinction between the development of listening comprehension skills and the testing of aural comprehension.

The materials presented have been designed for use with classes of graduate engineers, but from the methodological point of view they would seem to have a wider application. Though used at the tertiary level, the level of linguistic ability required by these materials is between intermediate and advanced.

A prerequisite for preparing aural materials of this kind is a description, as complete as possible, of the spoken target register, which in technical and scientific English differs substantially from the written form, just as everyday colloquial styles differ from the styles of English used in general writing. A certain amount of information about the differences, both lexical and structural, between oral and written English used by engineers is now available, and some account has been taken of this in devising the materials described in the course of this paper.

The recommended strategy for developing listening comprehension skills is one on several fronts, with either consecutive or concurrent action as circumstances permit. Significant facets are: improvement of the recognition and pronunciation of phonemes, morphemes and specially selected vocabulary (examples of which are given); training in recognition of the elements of sentences which bear a heavy meaning load vis-a-vis those which carry a predominantly structural one, as well as those having both; awareness of certain important intra- and inter-sentence features; drills practising

discrete points that cause problems in aural comprehension; and practice in understanding continuous discourse. The point is emphasised that this discourse should for some types of exercise have the extempore features of a lecture and not be a polished reading of a passage. A variety of teaching materials designed to develop listening comprehension skills, falling into the various categories enumerated above, are presented for discussion. These materials are designed for language laboratory use, but could probably be adapted to other teaching situations.

Consideration is given to the relationship between aural comprehension work in the language laboratory and other work in the classroom, both preparatory and developmental.

The second part of the paper turns from teaching to testing. A test of discrete aural comprehension using pictures is discussed, but the point is made that ability to get the gist of continuous discourse with the aid of context and environment is normally all that the technical student requires. Tests more relevant to this kind of ability are presented, with alternative types suited to mass testing sessions or individual interviews.

(The full text of this paper is printed in the RELC Journal, Volume Three, Numbers One and Two, June-December, 1972.)

Dr Dykstra was then called on to make some additional remarks on the other aspect of the workshop's topic, namely, the development of materials for reading. Dr Dykstra said that many of the materials and exercises presented by Mr Cobb would have their counterpart in materials for reading. There appeared to be a progression from simple to more complex: this was an important feature of such a course. Moreover the programme ought to integrate teaching and testing, which were both aspects of the instructional process. If there were adequate testing throughout the programme, there would be no need for remedial work. In discussion of the paper the following points were made: science teaching was in part a matter of language teaching since there was a close integration of language and subject matter. Even native speakers experienced difficulty with the language of science. The emphasis on continuous discourse was welcomed as a realistic approach to the problem of comprehension of scientific spoken English, and the approach was felt to be equally relevant to the development of materials for reading.

Some practical problems were then discussed, in particular the question of who should most appropriately teach English for scientists - scientists themselves or English teachers. It was agreed that it was a job for English teachers but there should ideally be close co-operation with the scientists, who should also, if possible, have some awareness of the linguistic problems inherent in their subject matter. The group leader then presented a suggested outline to guide the group's discussion. She suggested they should examine first the major issues involved and should keep in mind the likely differences in the requirements of TEFL and TESL countries. They should consider the point at which specifically scientific and technical English should be introduced into the curriculum, the nature of the materials required and the objectives. Further points to be considered were the methods and approaches to be used, the qualifications, desirable and actual, of teachers and the problems they faced. Finally the workshop should decide on what output it wished to achieve.

After some discussion it was decided that, despite differences, the problem for TEFL and TESL countries was essentially the same in so far as reading materials were concerned, although only countries which used English as the instructional medium at the tertiary level need give much attention to the development of listening skill.

The workshop then considered the objectives of a programme for listening and reading skill development. These were:

(1) For Listening Skill:

> The ability to understand and take notes of lectures delivered by a variety of native and non-native speakers.

(2) For Reading Skills:

> The ability to read reference books in the chosen subjects of study at a speed adequate to enable the study programme to be completed without excessive expenditure of time.
>
> The ability to skim and read selectively.

The group decided to call on Dr F.R. Johnson, who had recently presented a report to a university in Thailand making recommendations for the development of an English programme for tertiary level students.

Dr Johnson said that communication skill developed as experience of communication situations grew. It was necessary, therefore, to widen students' experience of English. The classroom teacher was not as effective in this as the tape recorder which could present a wide variety of speakers and communication situations. A programme was needed giving the possibility of entry at different points and of individualisation of the course, since at any level other than the beginning one there would be wide diversity of competence. Both reading and oral work could be planned in progression. Except at the beginning stage, there was no need to integrate the materials for the two skills since skill in the two aspects did not necessarily develop in a parallel fashion.

There was some discussion of the evaluation of such a programme, a flexible programme being harder to evaluate than the traditional kind. Dr Johnson pointed out that the evaluation of the programme was internal - a student moved on only when he had successfully completed the current part. Further discussion focussed on motivation. Dr Johnson said that success was the prime motivator in such a programme as he had outlined. Another advantage of such a programme was the possibility of individual inter-action with the teacher in counselling sessions.

Further discussion brought out the need to set goals and to break down the global aims into specific teachable objectives. The students should see the relevance of what they were doing to their own objectives. The material should therefore be clearly related to their study needs.

Mr Cobb was asked to summarise briefly the criteria for materials development as he saw them. He said that the material should be adult in content and interest. The vocabulary should be central rather than peripheral. Passages should be specially written rather than extracted and should be complete in themselves. Questions should not be merely of the true/false kind but should open up possibilities for discussion. The group went on to discuss materials at present in use and the manner in which these had been prepared. Some members had written special passages related to the students textbooks and designed to lead them to read these, others had made use of direct extracts from scientific texts, while others favoured materials which were concerned with the concepts and processes of science and scientific communication. It was felt that there was a need for graded materials capable of being used for individualised programmes and that the material should familiarise students with the special nature of scientific discourse. As yet little work had been done on this but it seemed clear that much of the difficulty in coping with scientific texts arose from the special ways in which

scientific discourse made use of the structural resources of English. Materials were needed which revealed this characteristic.

The question of motivation was felt to be a problem with graded materials in that students were not easily persuaded to work with materials markedly easier than their textbooks. However, if they could be given the satisfaction of making perceptible progress, this would be a motivating factor. The question of motivation was, however, complex and no single type of material was applicable to all situations. Some students wanted material narrowly relevant to their textbook reading needs while others demanded a more varied diet including literary material. In general it was felt that the time allotted to English was too short, and that a minimum of three hours weekly was required if effective work was to be done in listening comprehension. It was difficult to convince administrators that anything less than this was likely to be ineffective - not merely proportionately reduced in effectivess. A similar allocation of time was needed for reading skill development. The group in general favoured intensive preparatory courses where possible. Some advantage could be gained in some situations by preparatory special English in the secondary school, but it was felt that,where the basic secondary school English curriculum was not being adequately covered, there would be little point in attempting to introduce English for special purposes at this level.

Next the group went on to consider strategies for the production of material. At present many people were working in a variety of institutions in the region producing material and teaching courses, but there was little co-ordination even at a national level. The first need was for more dissemination of information both nationally and regionally, since much of what had been produced in one institution or country might be of use in another. The group felt that it was an important function of RELC to provide facilities for the dissemination of such information. Member countries could be asked to supply information about institutions working in the field so that an attempt could be made to channel materials and research findings to interested bodies. Nationally there was a need also for a central clearings house to facilitate co-ordination. Another way in which RELC might be asked to help was by providing facilities for language teachers and professionals to come together to develop materials. Funding for this would, however, be a problem since many of the professionals would not be nationals of participating countries. Possibly an international or private foundation might be asked to assist.

WORKSHOP B

MATERIALS FOR INTENSIVE COURSES FOR STUDENTS PREPARING TO ATTEND ENGLISH-MEDIUM UNIVERSITY AND PROFESSIONAL COURSES

Leader: Dr Amran Halim

I. INTRODUCTION AND SCOPE

In his introductory comments the Chairman reminded the group of the main issues to be dealt with, viz.

1. Identifying the goals of intensive courses for students preparing to attend English-medium universities, beginning with the general goal of communication and subsequently breaking this down to more detailed and specific goals.

2. Criteria for materials development - leading on to what kind of materials are needed.

3. Procedures for materials development.

4. Procedures for materials presentation.

Following this Professor Lurline Coltharp presented a paper, a summary of which now follows:

LANGUAGE LABORATORY MATERIALS FOR DEVELOPING AUDITORY COMPETENCE IN ADVANCED STUDENTS

Early activities in the preparation of aids for teaching English to non-English speakers resulted in a proliferation of laboratory materials for beginning students with little attention to the advanced student. As a result, the advanced student was often assigned to repeat materials no longer appropriate to his needs. This paper gives direction for expanded use of the language laboratory, particularly in the areas of (1) use of English in free conversation, (2) improvement of study skills in English, and (3) comprehension of various English dialects. Each area is approached with a description of materials under consideration; a discussion of their usage, with examples; and

suggestions for modification of materials to make them applicable to specific English-speaking situations.

In developing free conversation facility, it is necessary to use relevant subject matter. Creative dramatics provide an effective practice medium. An example of using a pre-recorded tape on the subject of eating in restaurants is discussed. Copies of the restaurant menu are used in the laboratory by the students, who are placed in an impromptu dramatic situation. Many subjects of vital personal interest to students are susceptible to this type of exercise. Tapes on many subjects are commercially available. However, recordings can be produced locally and the subject matter can and should be modified to be applicable to particular English-speaking areas of concern to particular students.

Materials and their use are discussed for improving the advanced student's skill in taking notes from classroom lectures and transcribing notes into outlines, both broad and detailed. The student's lecture notes and outlines are then used to improve his ability to respond to tests and examinations. The use of both written and oral test responses is stressed to overcome the student's fear of oral response and to reinforce his auditory competence. It is stressed that laboratory materials on lectures must cover a cross section of lecture quality from well organized to poorly organized, from formal English to colloquial English.

The problem of different dialects, accents, and idioms is discussed and illustrated by short tape containing the same material as delivered by several different faculty members from one American university. It is suggested that RELC is in an admirable location in Singapore to collect not only dialect tapes on a worldwide basis but discussion tapes covering living experiences in a variety of English-speaking situations which are likely to be encountered by advanced students from SEAMEO member countries.

In the discussion following this paper general agreement was expressed on the value of using language laboratory materials for developing use of English in free conversation, improvement of study skills, in particular note-taking and outlining, and comprehension of various English dialects and accents. Professor Coltharp's generous offer to copy sets of taped lectures for other countries was greatly appreciated by delegates. A copy of these tapes has also been donated to RELC and copies of them may be obtained from the Manager of the Language Laboratory if blank tapes are sent to him.

There was a clarification of the term Intensive Courses as follows:-

Intensive Courses are accelerated courses designed for people who are to go abroad to study. These are courses entirely devoted to study of English and are more or less intensive according to the amount of exposure to English which is carried on after class.

II. DISCUSSION

In the second session Professor Dykstra emphasized the importance of keeping in mind ultimate goals and setting as criteria tasks for students to do, that approximate to the ultimate goal e.g. in so far as University work is discussion in small groups, the task might be a lecture on tape followed by a class discussion. Rather than trying to formulate indirect means to the goal, the teacher should be concerned with breaking down the higher level goals into more specific or lower level goals so that the learner may get there by gradations. This breaking down of goals into smaller sections is most important for the learner because it helps the student to know where he is or how he is doing. Further, when our materials permit individual progression through these goals, the concept of remediation is done away with and no remedial programme is needed.

The teacher's goal is to see that the learner achieves his goal. The demand on the teacher, having specified these goals, is to discuss with students their plans and their self-organization. Besides serving as a model, he must remind his students how the lower-level goals relate to their ultimate goal - communication competence in university studies.

There was some discussion on the relative importance of receptive and productive skills. While agreeing that all were essential, comprehending lectures, taking part in discussions and seminars, writing term papers, and reading speed and comprehension all being ultimate goals, Professor Dykstra allowed that reading speed and comprehension should receive high consideration.

There was some discussion of the TOEFL test, which must be considered as a goal for many students, and while some dissatisfaction about the test was expressed, it was generally agreed that if the teacher thinks students are likely to succeed ultimately at University, there is some justification for training for the test.

Summing up the session, the Chairman produced a Schema for discussion, illustrating the break-down from the ultimate goal of communication in English into the two fields of General English and Special (or Technical) English (see appendices A & B). It appeared that in TEFL countries there was a need for initial emphasis on General English moving to more concentration on the goals of Special English, whereas the TESL countries were more able to concentrate in their intensive courses on the goals of Special English, with special emphasis on the receptive aspect of the graphic side of Technical English.

Criteria For Materials Development

In his introductory remarks, Mr H.V. George criticized what he termed the negative aspect of starting with goals and expressed a preference for a learner - based course taking full account of the student's present state of progress and capabilities so that achievable goals could be set. This he felt should include a readiness to accept a "redundancy-reduced" English which was nevertheless intelligible and acceptable for University work. Remedial English he felt, could be both time-consuming and futile as it would mean concentrating on features that were not absolutely necessary for intelligibility and which in any case the students might never achieve. He preferred a vocabulary - based course, in which the vocabulary was selected (after examination of University texts) on the frequency of occurrence of words in textbooks and their range and general nature, rather than technical words which are better taught within the discipline concerned.

Many members of the group expressed doubts about the advisability of limiting oneself to "redundancy-reduced" English, though it was commented that it could be a useful goal for technicians in training. Mr George commented that students should be encouraged in various ways to produce standard English in written assignments, but felt that basing the instruction too emphatically on just this would be futile and time-wasting.

The rest of the session was devoted to discussing what kind of materials the group felt were needed. There was general agreement on the importance of graded reading materials aimed at increasing both speed of reading and comprehension. The content of reading material should be both General English (including Social English for TEFL students and English for personal development and widening students' horizons) and Special English, which would receive increasingly greater emphasis. Delegates from

several countries expressed the desire for materials produced to meet the special needs of their students, many of the commercially produced materials being too difficult. These materials should be produced by the local teachers who were thoroughly familiar with students' environment and linguistic background, in collaboration with native speakers of English.

There should also be considerable emphasis on materials for improving listening and note-taking skills. In the General English area this could include listening to taped radio broadcasts and simulated telephone conversations. In the Special English area the materials would include lectures and short talks by speakers with as wide a variety of accents and dialects as necessary for the particular requirements of students of the region.

Writing materials ranged from materials requiring students to write in the personal style to materials giving practice in the formal style required in technical types of writing.

For helping students to their goals in speaking skills, materials should include practice material for social conversation and informal discussion and be graded towards materials giving students the chance to practise the skills required to participate actively in seminars, conferences and small group discussions.

The second day of sessions began with the answers to the question of how participants in their respective countries expected to get the necessary materials to achieve their goals. Varying degrees of satisfaction were expressed with existing i.e. commercially-produced materials and while most participants felt that it would be too large a task either to develop an entirely new set of materials themselves or to expect RELC to do this, there was general agreement with the suggestion that supplementary materials produced either on a national or regional level were desirable.

Professor Johnson reminded the group that supplementary materials to be really worthwhile should not be merely additional materials but complementary to the basic materials already being used. Points to be considered included identifying the specific areas to be supplemented, distinguishing between actual language content and learning system (i.e. class-based or individually oriented) to be used. If, for instance the basic materials were class-based it might be felt desirable to supplement them with some individually oriented materials.

Some attempt was made to identify the weaknesses in existing materials but there was insufficient time to do justice to this task with any degree of precision. The results of the ensuing discussion are contained in Section III of this report.

III. FINDINGS AND RECOMMENDATIONS

Findings

1. Materials for pre-departure intensive training must be aimed at the ultimate goal of using English in the real situation.

2. In TEFL countries students must reach their goal via TOEFL tests, and although the ultimate goal is important, the goal of passing the test cannot be overlooked.

3. Both the ultimate goal and the immediate goal must be brought down to lower-level goals - ideally achieved through an integrated set of materials.

4. At the present time, we have to depend on existing materials which are mostly written for global use and produced commercially. There is a real need for these materials to be supplemented with materials that are developed on a regional or national basis, paying attention to the special goals and problems of students in the area concerned. Ideally these materials should be produced by a team consisting of a local teacher or teachers and a native speaker of English.

5. Supplementary materials should be truly complementary to existing materials and individualization should be considered in many instances.

6. Countries should not rush headlong into developing new materials without first surveying and thoroughly evaluating existing materials.

Recommendations

The following recommendations were adopted:-

Recommendation 1: That RELC either initiate or promote an extensive survey to evaluate existing materials for intensive courses intended to prepare students for study at English-medium universities, and that findings be disseminated to member countries. It was suggested that cooperation of member countries who have used texts being evaluated be enlisted.

Recommendation 2: That RELC publish a magazine on a regular basis, which would include evaluations of latest text books (thus keeping up-to-date Recommendation 1) as well as an exchange of ideas from teachers about techniques or ideas that they have found helpful.

Recommendation 3: That RELC look into the possibility of collecting taped samples of language which the intensive course students might reasonably be expected to use or respond to, for the purpose of reproduction and dissemination to member countries. These language samples might include lectures, talks or radio programmes from various English-speaking countries, this including a variety of dialects and accents.

Recommendation 4: That RELC compile a booklet, possibly consisting of a set of articles, giving guidelines for materials selection and evaluation to help teachers who are faced with the task of selecting materials or providing supplementary materials.

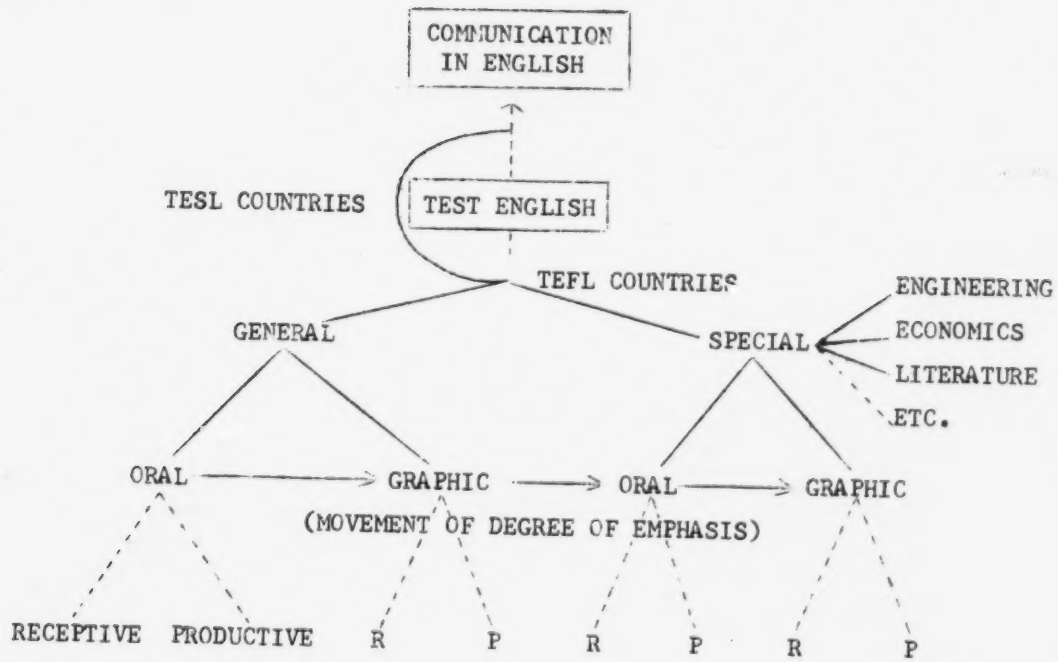
Recommendation 5: That RELC report on, encourage, and possibly conduct research into the learning dynamics of intensive or accelerated courses as distinct from non-intensive courses.

Recommendation 6: That RELC explore the feasibility of developing supplementary materials for TESL students in Malaysia and Singapore for students preparing to enter University. The suggestion was that a modular set of units which do not need to be followed through sequentially might be a workable suggestion for a materials project that could be useful on a regional basis, as countries could examine and select units appropriate to the needs of their students. The emphasis would necessarily be on linguistic study skills.

Recommendation 7: That those countries who have already organised intensive courses for pre-departure training might report on their programme to RELC so that the information could be made available for other member countries.

APPENDIX A

ULTIMATE GOAL:



LINE OF ASSUMED MASTERY OF ENGLISH

REMEDIAL ENGLISH

BASICS

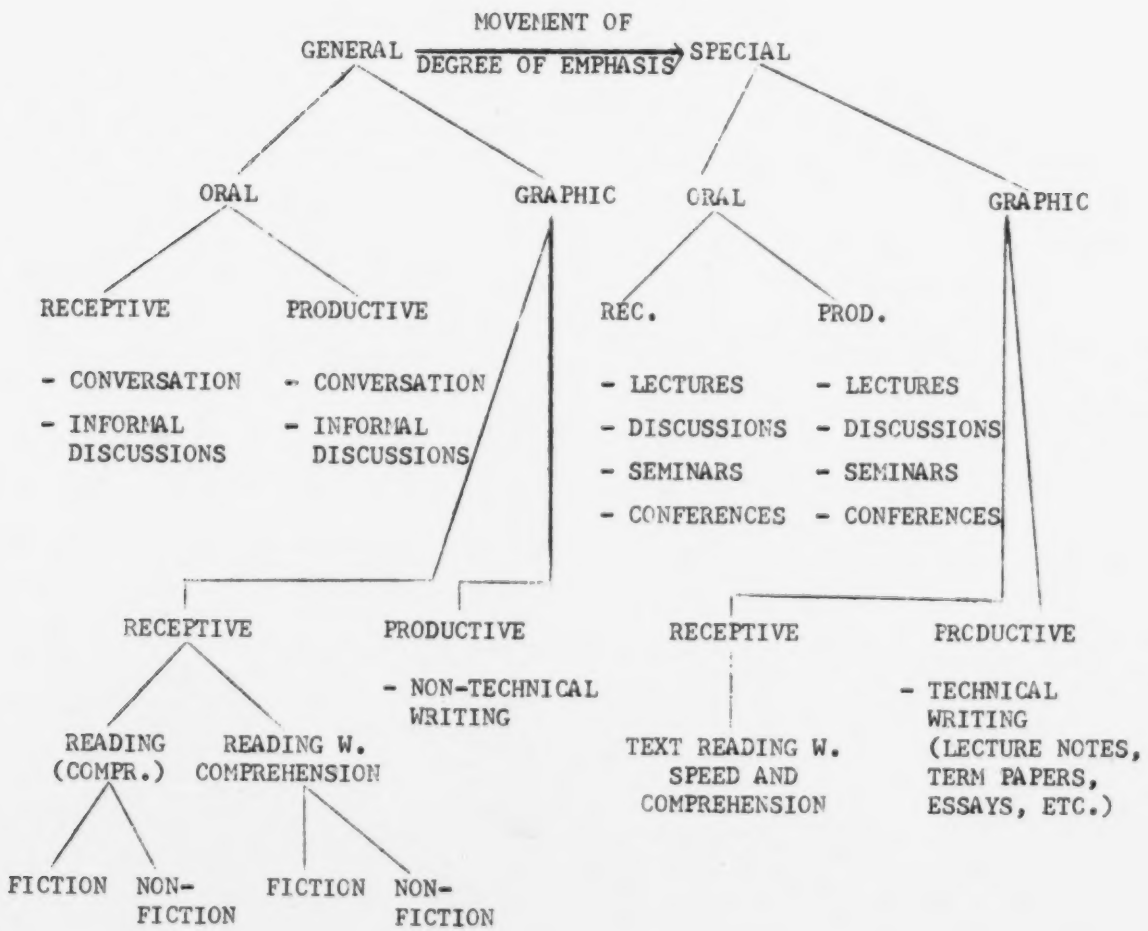
COLLEGE

HIGH SCHOOL

APPENDIX B

CRITERIA FOR MATERIALS DEVELOPMENT

- MATERIALS MUST BE CONSISTENT WITH GOALS
- MATERIALS MUST BE DESIGNED FOR SPECIFIC OBJECTIVES
- MATERIALS MUST BE SUFFICIENTLY GRADED



WORKSHOP C

DEVELOPING READING LABORATORY MATERIALS

Leader: Mr Robert W. Lynn

The workshop began with a paper read by the leader which is summarised herewith.

THE PREPARATION OF A READING PROGRAMME

The 1971 RELC Seminar called for the development of "reading box" materials. Work of this type is already underway at some regional institutions, and it is hoped that this workshop can draw on its members' experience to draw up a set of guidelines on the development of reading laboratories. The commercially-prepared laboratories are inappropriate for several reasons, and even a "Southeast Asian Laboratory" might not be as useful as programmes aimed at specific groups of students.

As a starting-point for the workshop's discussion, and as a tentative example of the sort of guidelines the workshop might produce, the paper describes a reading programme which has been developed at Nanyang University, Singapore during the past two years. It comments on the following steps in the preparation of the programme:

(1) Assembling the passages;

(2) Grading the passages;

(3) Ensuring repetition of key lexical items;

(4) Making comprehension questions;

(5) Arranging vocabulary work.

The programme at present consists of eight graded sets of passages, ranging in average difficulty from 5.7 to 12.5 according to the Dale-Chall Readability Formula. The standard set consists of six passages which are worked in a set sequence by every student who begins the set, plus three or four supplementary passages for students who have finished the six passages but are not ready to go on to a

more difficult set. Each passage is followed by five comprehension questions, usually of the multiple-choice type, with the correct answers printed on the reverse side of the sheet. The reverse side also contains vocabulary exercises based on the passage, with the answers printed upside down at the bottom of the sheet. Because students work through the set in a pre-arranged sequence, this vocabulary work can be organised into ordered steps, and a great deal of care goes into the preparation of this lexical work.

The Nanyang programme is not without its problems. Students tend at first to be suspicious of the whole idea of this sort of self-study. Because its exercises and comprehension questions look like tests, many find it hard to overcome the temptation to look at the answers. Another problem is that the unvarying format grows somewhat tedious as the academic year wears on. Still, student surveys and pre- and post-testing show that the programme is effective and well received.

(The full text of this paper is printed in the RELC Journal, Volume Three, Numbers One and Two, June-December, 1972.)

The workshop was very fortunate in being able to draw on Dr Jonathan Anderson's plenary session paper on the Pacific Horizons Reading Scheme. We were also made aware of reading laboratory-type projects at the University of the East in Manila, and in Thailand. All of these programmes are based on the multi-level philosophy of the reading laboratories prepared by Science Research Associates, and all of them attempt to adapt SRA principles and procedures to TEFL/TESL situations and local cultures. It certainly seemed to us that this was an idea whose time had come.

Having agreed on the general suitability of this approach, we tried to list the steps involved in developing such materials. We tried to keep our discussion comprehensive enough to cover a wide range of academic levels, and to think not only of laboratories with "viable markets", but also of individual institutions preparing laboratories for their specific needs, not using printed cards but mimeographed sheets.

I. Fixing aims

Here we followed in general the aims stated in Dr Anderson's paper.

a. Developing an interest in reading.

b. Developing competence in the use and understanding of English, with especial reference to vocabulary, comprehension (ranging from comprehension of explicitly stated facts to interpretative skills), speed, eye-span, skimming and scanning.

c. Increasing the store of knowledge of the region and the world.

d. Moulding attitudes based on reason and truth.

e. Aiding in the emotional, aesthetic and imaginative development of students' personalities.

f. Assisting in cognitive growth and critical thinking.

g. Developing students' confidence in their reading skills.

II. Ascertaining student interests

A preliminary study of student interests should be made.

III. Assembling passages

Materials may be either specially written for the laboratory, or collected from sources such as newspapers, magazines, books, etc.

a. Specially written

This was felt to be necessary for elementary material, and often desirable at higher levels. Writing constraints should first be formulated, so that the material will conform to the stated aims, and to the structural and lexical guidelines of relevant syllabuses. As the materials progress in difficulty, structural and lexical control may be lifted.

b. Collected from sources

This was felt to be desirable in higher-level laboratories, though some adaptation of this sort of material will frequently be desirable.

IV. Grading passages

Grading seemed especially important with elementary materials; at higher levels grading remains important, but we could envision situations where one might depart slightly from the graded order of passages. We considered grading by subjective judgements, by the best-known readability formulas, and by the cloze procedure, and recommended the cloze procedure as the technique most likely to be accurate.

V. Arranging for repetition of lexical items

I have already mentioned that we felt lexical control should be firm for elementary materials. Some members also felt that at all levels of difficulty passages should be written (or "found" passages should be adapted) in such a way as to ensure that students will encounter certain key lexical items throughout a number of passages. We did not reach a general agreement on this point.

VI. Forming comprehension questions

We felt that these should usually be of the multiple-choice or true-false variety, because these techniques allow a student to check his answers immediately on completion of an exercise. However, some open-end questions may occasionally be included. Also occasionally, both for variety and to increase skimming/scanning skills, questions might precede a passage rather than following it. We were also intrigued with Mr H.V. George's comments on "lattice-box" questions, but did not have time to consider them thoroughly.

Comprehension questions should test (and, we think, thereby aid) students' ability to

a. identify stated facts;

b. perceive the organization of a passage;

c. perceive facts that are not stated, that is make inferences;

d. make judgements, conclusions and generalisations;

e. perceive causal relationships.

VII. Vocabulary questions and exercises

A variety of techniques for developing these exercises came up in our discussion, and we felt that many different types of exercises should in fact appear in any reading laboratory. In addition to its intrinsic value, vocabulary work was seen as a good source of motivation for students of this region, many of whom tend to equate language learning with vocabulary acquisition. We felt that with higher-level material it would be possible to focus on relatively few words in each passage, and present antonyms, synonyms and related forms of these words.

VIII. Related work in reading

We felt it was important to note that the core of a reading laboratory - passages, questions, and exercises - could not constitute by itself an adequate programme for the development of reading skills, and that developers of laboratories should also develop supplementary materials in other formats aimed at helping students to

a. guess the meanings of words from context;

b. skim;

c. scan;

d. use books;

e. mark books and other material for study purposes;

f. use libraries.

We look at examples of some such materials.

RECOMMENDATIONS

1. Our most urgent recommendation, or rather exhortation, is for recognition of the fact that it is perfectly possible for institutions to develop reading laboratory materials. There is no need to wait for ministries or publishers to provide suitable materials. There is no need to wait for further research to be done. Reading laboratories prepared now, in 1972, will certainly not be perfect, and they almost certainly will be glaringly inadequate in some respects, but they can be prepared, and they can form the nucleus of a reading programme substantially better than what most institutions have now.

2. We do not mean, of course, that all the answers about reading laboratories have already been found. We find, on the contrary, that there are many questions in our own minds about how to develop materials. Our second recommendation, then, is really an invitation. We would like to see research or expert advice on several points, such as

   a. how to determine what lexical items should be emphasized in a reading laboratory. What are the most useful vocabulary lists now available in the region, including partial as well as comprehensive lists;

   b. how one can avoid the well-known fault of forming easy questions for difficult material, and vice versa;

   c. how gradually the passages should rise in difficulty levels.

   d. how much attention should be put to reading speed, at what level and how?

   e. what about developing differential speed for varying types of writing?

   f. we would also like advice on format, particularly on line and paragraph length.

3. We would very much like to see RELC take a leading role in the development of a regional handbook on the preparation of reading laboratory materials. We have obviously not been able to produce during this brief workshop any sort

of "recipe" for reading laboratories, but we do have the strong feeling that such a recipe is entirely feasible at the present time. With such a handbook, setting out clearly the steps to be followed, we feel that many teachers in the region would feel confident enough to get to work on laboratory materials. Eventually, one can imagine RELC producing a reading box of its own, at least at the elementary level; for the immediate future, though, we would rather see a regional handbook.

4. We are now aware that in several parts of this region reading laboratory projects are now underway. Our final recommendation, then, is that we (and I do not mean only members of Workshop C) who are interested in further work along these lines must stay in contact. Miss Yolanda Beh has kindly agreed to start a list of names of people involved in reading laboratory materials. If you are working on, or about to work on, developing reading laboratory materials, please get your name onto this list.

WORKSHOP D

DEVELOPING READING MATERIALS FOR BEGINNING ENGLISH IN BOTH ELEMENTARY AND SECONDARY SCHOOL

Leader: Dr Edilberto P. Dagot

The workshop started with a resume or recapitulation of the highlights from the reports of member countries and the papers during the plenary sessions. A brief outline of the resume distributed to the members enabled us to put our task into focus. (The resume is attached as Appendix A.)

1. The workshop defined reading materials under three broad categories:

   1.1 Materials which used language exercises as a reinforcement to structures learnt. (This was referred to as R_1.)

   1.2 Supplementary materials based on language structures learnt. (This was referred to as R_2.)

   1.3 Reading for enrichment, or extensive reading. (This was referred to as R_3.)

2. The workshop then went on to discuss the problems of beginning reading at both the elementary as well as the secondary level. The following topics were covered:

   2.1 The Place of Reading
   2.2 The Functions of Reading
   2.3 The Content of Reading Materials
   2.4 Structures
   2.5 Vocabulary
   2.6 Presentational Style
   2.7 Questions
   2.8 Determining Levels of Difficulty
   2.9 Interest and Motivation
   2.10 Techniques
   2.11 The Teacher Factor
   2.12 Physical Format
   2.13 Organizational Structure

3. It was obvious from the discussions that the problems of beginning reading at the elementary level were not identical to those at the secondary level. It was also noted that the problems of beginning

reading in English as a second language were different from those of beginning reading in English as a foreign language.

The participants, representing various orientations, decided to stay as a group rather than distribute themselves into sub-groups.

4. The workshop agreed on the following major recommendations for both levels and for both types of learners:

4.1 The development of a Handbook on Materials Preparation. The Handbook should deal with the development of materials for beginning reading with elementary, secondary, and advanced learners. It should include criteria for the selection and evaluation of existing materials, guidelines on the preparation of such materials as textbooks, handbooks, course books, and supplementary readers; information on evaluative instruments; information on the handling of content, structure, vocabulary, etc., as well as the reports of research done in the field of materials preparation.

4.2 There should be a closer liaison between educational publishers, teachers, materials writers, and scholars, so that the time lag between innovation and implementation could be minimized.

4.3 The possibility of producing multi-level materials on a regional (as opposed to a national) basis should be explored, perhaps by RELC. Such materials could emphasize the common elements in cultures, traditions, and life-styles of the region.

4.4 Reading programmes and materials should accommodate a greater range of skills, particularly those skills which have been relatively neglected, such as silent reading and reading-thinking skills.

4.5 Regional seminars and workshops on the problems of beginning reading would ensure invaluable exchange of ideas and experiences.

5. Footnotes: Problems which were raised could be summarized as follows:

	Issues/Problems	Observations/Comments/Specifications
5.1	The Place of Reading	
	a. What is the relationship between language and reading in the beginning stages?	Silent reading as a skill that leads to speed reading has been neglected in the teaching of reading. There is a need to develop this skill from the very early stages.
	b. How does one move from R_1 to R_2 to R_3?	
	c. What is the place of silent reading?	
5.2	Functions of Reading	
	a. Which functions are essential in the beginning stages?	
	b. What is the place of reading for information? for enjoyment?	
	c. How does one balance speed reading with intensive reading?	
5.3	Content	
	a. What types of cultural content can one incorporate in the materials?	There is a dearth of materials that reflects the culture, traditions and ways of life of the people of the region.
	b. What is the effect of leaning too heavily on the culture of native speakers?	Materials should be more meaningful e.g., teach the learner to follow directions, or do something.

c. What factors determine the stage at which elements of foreign culture (which are not in the direct experience of the learners but which can be understood by them) can be introduced?

Story situations (content) should reflect a more comprehensive view of society:

i. Ecology
ii. The Individuals
iii. The Institutions
iv. The Culture in General

5.4 Structures

a. Which comes first - the situation or the structure?

b. What are the sources of structure which could guide the materials writer?

c. How does one grade structures larger than the sentence unit?

5.5 Vocabulary

a. What approaches to vocabulary learning can be incorporated in the materials?

Vocabulary lessons or exercises should deal with more than merely synonyms and antonyms, and should include collocations, vocabulary clusters, etc.

b. What is the place of figurative language in the beginning stages?

5.6 Presentational Style

a. What types of presentation do the pupils find interesting? (e.g., letters, comic strips, etc.)

b. What congruencies are needed between content and style of presentation? (e.g., straight narration, dialogues)

5.7 Questions

a. What are the various question types?

b. Which ones are useful in the beginning stages?

c. What types of exercises can be explored and what are the variations to the question types which are effective with beginners?

Some attempt was made to list broadly the types of questions which could be asked. One such list was on the following lines:

subject matter
inference
sequence of events
detail
attitude of the writer
(e.g., sarcastic, humorous)
communication technique

Another way of categorizing questions was as follows:

Questions answerable by directly quoting from materials.

Questions answerable by the information given in the selection though not through direct quoting.

Questions requiring evaluation and value-judgements.

It was suggested that the type of questions be indicated as a guide to the learner.

The need to have a variety of, and a large number of questions, was stressed - this would ensure that students received maximum practice.

A handbook of questions for teachers to accompany reading materials could be developed.

5.8 Determining Levels of Difficulty

a. What are the various ways of determining levels of difficulty?

b. What are some of the indices of difficulty?

c. What factors contribute to comprehension difficulty?

d. What is the role of word-listing or determining the level of the reading materials?

e. How does one accommodate these factors in the development of reading materials?

It was emphasized that there was a need for developing reading materials which appealed to secondary school students whose level of sophistication and maturity often surpassed the limited reading materials that would be suitable for them linguistically.

5.9 Interest/Motivation

a. What is the place of the learner's interest and motivation?

5.10 Techniques

a. What special types of techniques have been found useful with particular types of learners? (e.g., for secondary school students beginning to read a second or foreign language).

Materials found effective with elementary school children were discussed, e.g., use of flash-cards, picture-word slips, story charts, articulated figures.

b. What is the place of translation? What translation methods (line-by-line, etc.) are effective?	Regarding the line-by-line translation method, it was pointed out that this would cut down teaching time by half.

5.11 The Teaching

a. What materials can be prepared to help the teacher?

b. What kind of programme can be prepared for him?

c. What contribution can he make in materials preparation?

5.12 Physical Format

a. What are the types of typography suitable for beginning readers at elementary and secondary school?	Information on the size of books and print as related to curricular needs should be made available to teachers.
b. What types of format (e.g., wall pictures, charts, flashcards, etc.) would be effective in teaching reading to the beginners?	Illustrations should form an integral part of the test and not be unrelated to it.

5.13 Organizational Structure

a. What is the place of self-instructional materials in teaching reading?	The habits of the people would be an important factor in determining the efficacy of self-instructional materials.

b. To what degree are students able to work independently in reading?

c. How effective are "take-home" materials in helping beginning readers?

APPENDIX A: RESUME OF REPORTS AND PAPERS

I. NEEDS AND DIRECTIONS
(Notes from Reports of Member Countries)

A. Content

1. The materials should be familiar from both the social and cultural points of view.
2. The learner should know the culture of the native speakers of English.
3. Textbooks for global distribution are often inappropriate in the light of local conditions.
4. Content is often 'impoverished'.
5. There is need for a 'local touch'.
6. The national goals of education should be reflected in the materials.

B. Structures and Vocabulary

1. The materials must be graded in terms of structures and vocabulary.
2. Many commercial texts have many questions on vocabulary but not on structures.
3. The syllabus for English-medium and non-English medium schools are similar but the latter has stricter control of structure and vocabulary.

C. Special Skills

1. There is need for materials to develop skills in reading texts and references, and in note-taking.
2. There is need to develop 'library language'.
3. There is need to develop materials specifically for vocational education students.

4. There is need for short, self-contained passages for intensive reading.

D. Interlocking Materials

1. There should be supplementary readers to accompany the basic text and instructional guidelines to accompany the syllabuses.

2. Instructional materials should be consistent with the English syllabus.

E. Format, Mechanics, Style

1. Some presentational techniques are very poor.

2. There is need for attractively illustrated materials.

F. The Teacher as Consumer

1. The materials, particularly the manuals, should be written in such a way that they can be handled by teachers who have relatively little training in linguistics.

2. Many teachers prepare their own materials (exercises, visual aids, etc.) in the absence of, or to supplement, the texts and guides.

II. MAJOR POINTS REGARDING MATERIALS PREPARATION
(Notes from the Papers)

1. Summary of problems reported by member countries:

a. Lack of materials adapted to the needs of Southeast Asian learners.

b. Lack of locally produced materials.

c. Undue dependence on foreign materials which are often expensive.

d. Lack of materials adapted to the syllabus.

e. Inadequate syllabus for the needs of today.

2. The syllabus can give a more positive lead to the materials writer.

3. There is need to integrate materials with real life.

4. One project which the RELC plans to initiate during the period 1972-1976 is reading box materials.

5. The wrong target language may be a major 'obstacle' to success in language learning. The description of a standard language spoken by members of the speech community and within the norms of acceptability can be of help to the materials writer.

6. The cloze procedure appeared to grade certain reading selections more accurately than grading by constraints.

7. Appropriate materials can make it possible for all teachers to teach more economically, more interestingly and more effectively.

8. There are many other factors affecting readability: style of writing, interests, attitudes, cultural conflict, etc.

9. At the early stages, language items can be restricted to those features common to L_1 and L_2.

10. Giving teaching and learning time according to difficulty (or random order) - instead of according to usefulness - wastes learning effort.

11. There are three major areas of concern in teaching advanced writing - vocabulary, grammatical structure and rhetoric.

12. In a model for utilization of materials, manpower constitutes the chief variable factor.

13. There is a necessity of basic both materials and 'tests' on prior establishment of individual-learner-oriented goals systems.

14. There is inadequacy of goal and test congruency when based primarily upon linguistic analyses as opposed to the primary bases of measurable communication outcomes in communication systems.

15. There is need for fuller examination of the structure of discourse and verbal behaviour.

16. Teachability - a keyword in materials preparation.

17. The notions of speech functions and discourse analysis need to be explored in materials preparation.

18. A systems approach to materials development with three major phases - design, development, and dissemination - can ensure that the materials ultimately produced are the result of systematic and planned procedures.

WORKSHOP E

PREPARING PROGRAMMED MATERIALS FOR REMEDIAL ENGLISH COURSE

Leader: Dr Jeris E. Strain

1. Background

Workshop E began with presentation of a paper PROGRAMMING FOR AN INTERMEDIATE INTENSIVE ENGLISH COURSE by the leader which is summarised herewith:

The statement drafted at the Fall 1971 Regional UNESCO Meeting in Tokyo with regard to programmed material and language teaching contained four main points: (a) that programmed instruction in its pure form does not provide a major solution to the problems of teaching English, (b) that no good programmed materials are currently available for teaching English, (c) that materials prepared according to programming techniques for particular portions of a course could well be of value, and (d) that programmed materials could be used for reinforcement and practice.

An intermediate level intensive foreign language course presupposes by definition that the learner has had previous exposure to the Target Language and has acquired some degree of facility in it. It also suggests that to be efficient, lesson planning and instruction must be based on insights gained from both contrastive analysis and error analysis. With a representative sample of the group to be taught (for example, in-service teachers), one can by means of diagnostic testing establish group and individual pre-instructional difficulty profiles of the material to be taught. Learning can then be enhanced by general instruction aimed at group requirements plus specific instruction to meet individual needs.

The purpose of this paper is to explore some possible applications of programming for an intermediate level intensive English course of instruction. It is submitted that a programming approach can be applied to course design as well as to the development of teaching materials.

Because the basic concept of the program is viable and because there is concrete evidence that individuals did learn as the result of exposure to the program, it seems important to modify it for maximum utilization. Regrettably, the original

agencies are not presently available for such modification. If the most meaningful modification is to be undertaken, it should be undertaken region by region and country by country in order to provide the end product which would have the greatest value for teacher training in each country or region. The cost of such modification, given the existence of the pilot model and the current state of the art in instructional technology, is not prohibitive. The development of a modified and revitalized version of the TEP could provide global regions with a cost-effective mechanisms for pre-service and in-service teacher training which would not replace but reinforce and supplement existing teacher training curricula. There are a number of strategies which can be developed within existing mechanisms of the academic and governmental structures of SEAMEO and non-SEAMEO nations in Southeast Asia to take tactical advantage of the TEP, but it will be necessary to identify adequate funds to acquire the pilot model and to assemble for a sufficient period of time the staff capable of making the necessary modifications in the pilot version.

The role of contrastive analysis, error analysis, and the use of difficulty profiles, both individual and group, was discussed in the second meeting, characteristics of PAI in the third, and a description of country needs in the fourth.

Discussions during the second day dealt primarily with non-intensive courses, the methodology for self-contained PAI segments, outlining and working through a PAI segment at both identification and development levels, and developing a concluding statement.

2. Situation in the Region

The countries in the region represent diverse conditions and problems in regard to English language teaching. In most countries English is taught as a foreign language and only in a few as a second language. Generally hardware in the form of language laboratories is available only at tertiary institutions. There is a general deficiency of software and the need for effective use of the available software also seems evident. Programmes presented by the use of software have proved to be more effective than those through hardware. This is attributable in good measure to the learners' attitude towards language laboratories and the inadequate motivation of the learners in a

laboratory situation. At school level enrolments are large and often the text-book is the only form of available instructional material.

Programmes designed for remedial work need to be applicable at different educational levels and should be adaptable for both intensive and non-intensive purposes. There is also the problem of lack of exposure to language; i.e., difficulty exists in creating the linguistic environment which is found in countries where English is a native language.

The fundamental need of the learners is the development of reading skills as well as communication, and the demand for courses in English for technical and scientific purposes is most pressing.

3. Given favorable educational conditions including the right teacher attitudes, and learner attitudes and motivation, the workshop participants generally believed that program-assisted instruction (PAI) can offer a thorough treatment of the problem-areas of students who need remedial instruction, although it should not be considered a panacea or a magic formula.

4. PAI has the following features:

   (a) A specifically designed program which makes possible multi-level instruction, that is teacher-guided, and that permits each learner to proceed at his own rate.

   (b) Carefully sequenced materials based upon the identification of problem-areas through the use of diagnostic tests and error analysis.

   (c) Assistance to the classroom teacher in correcting the difficulties of students on an individual basis.

   (d) Adjustive materials for bilinguals and individuals with previous knowledge of a language.

5. PAI consists of two distinct elements: the classroom teacher and materials planned for problem-areas. The materials comprise

   (a) diagnostic tests to determine problem-areas, and

(b) remedial drills and exercises on the skills of listening, speaking, reading, and writing (to be performed outside class hours).

6. The role of PAI materials is significant in the provision of reinforcement on the work done by the teacher, and the overcoming of problem-areas faced by individual learners.

7. The PAI approach lends itself to use for intensive as well as non-intensive remedial work, as outlined below:

(a) Scheme A

Level 1 Grammatical structures (following a Fries approach)

2 Lexical structures (following a Hornby approach)

3 Communicative skills (using in part a situational approach)

4 Laboratory (reinforcement of Levels 1-3)

5 Program-assisted instruction (reinforcement of individual learning-tasks)

(b) Scheme B

Level 1 Situations

2 Grammatical structures

3 Lexicon and communicating skills

4 Homework (written, reading, or language lab., where available)

5 Program-assisted instruction

The first three levels in each scheme provide a general course which is essentially structure-based, while the last two levels reinforce the general course by providing supplementary work in the form of language laboratory instruction and/or PAI materials.

In intensive course instruction, each level would be allocated one class hour; in non-intensive course instruction, Levels 1-3 would be combined for classroom work and Levels 4-5 for out of classroom study.

8. PAI materials were viewed as having a different methodology than programmed instruction (PI) materials and represent a teacher-directed approach. The PAI methodology was viewed as being characterized by self-contained learning units which follow a four-step procedure:

    1. Attention pointer
    2. Presentation
        a) Examples
        b) Generalization
    3. Practice
    4. Evaluation

The procedure for developing a self-contained learning unit and test items were viewed as consisting of the following steps:

1. Determination of the learning-task.
2. Description of the important features of the learning-task:
    a) Recognition
    b) Production
3. Development of test items
    a) Lead
    b) Response
    c) Distractors
4. Error response evaluation

9. Recommendations and important notes

(a) There is a dearth of software for language teaching in this region. RELC could assist by producing more software to meet the needs of the region.

(b) As the emphasis in the region is on the development of reading skills and special English courses, RELC could make a significant contribution by locating and compiling registers (structural, lexical, idiomatic) in scientific and technical subjects. The contextualized meaning of technical terms is also needed.

(c) To prepare effective remedial programs, there is a need to identify situations closely related to terminal behavior goals and to devise courses to this end.

(d) In the concept of remedial courses the stress should not be solely on structures and idioms, but rather on integrated learning.

(e) The feasibility of "electronic classrooms" bears exploration.

(f) To remedy the general lack of reading of the part of many language learners, consideration should be given to the possibility of grading available reading materials in terms of their linguistic difficulty.

(g) Greater use should be made of reading laboratories to help improve reading and comprehension skills.

(h) PAI materials could be made available in forms similar to PI materials already on the market; i.e. loose leaf, cards, books, etc.

WORKSHOP F

THE ORGANISATION OF AN INSTRUCTIONAL MATERIALS PROJECT

Leader: Dr Nelia G. Casambre

Part I

The objectives of the workshop were to produce general guidelines in organising an instructional materials project which could be useful to participants when they go back to their respective stations. A Working Paper by Dr Casambre was presented for discussion. The workshop examined some sample project proposals and designs which were available with a view to getting insights into models and working procedures in working out instructional materials projects.

Part II

It was agreed that before working procedures could be set up, some major issues had to be discussed - to include identification of problems, determining the purpose of the materials, training and expertise of personnel involved and external considerations such as the nature, scope and extent of the project as well as financial considerations. There are also important factors such as the general goals and policies of the country's educational system which are constraints on the organiser of the project.

In the drawing up of the guidelines which follow, large and major national projects were envisaged. For smaller instructional materials projects, many of the elements need not necessarily be carried out.

Part III

The following working procedures in organising an Instructional Materials project were suggested. The three main phases which were discussed were the (i) Design Phase, (ii) the Development Phase and (iii) the Dissemination Phase.

I. The Design Phase (may involve one person or a team)

1.1 The rationale of the project will include the weaknesses of existing materials, and what the project can do to overcome these

weaknesses. The description will state the area of discipline of learning to be covered, and the learner's level for which the project is intended.

1.2 Goals. A distinction was made between (a) Project Goals and (b) Materials Goals. Project goals will attempt to state how much can be accomplished. The goals in the production of new materials must take into account the high-level goals which are generally based on the policies of one's country. Under the materials - projects goals, sub-goals will be set for specific materials to accomplish.

1.3 Content. Two main areas will need to be considered:- (i) subject-matter content, and (ii) language content. The choice of topics, or areas of experiences, may come from other subject-content fields or disciplines. The linguistic aspect is on form and meaning.

1.4 Procedures. The procedures for organising the task will be the arrangement and sequencing of the subject-matter as well as the language content. It will also include specific learning procedures for each unit. Here too it is important to distinguish between procedures for the Project, and procedures for the Materials. Project - procedure involves the steps in administering the project.

1.5 Technical Format. This would include decisions as to type - size, layout, illustrations, phrasing etc.

1.6 Personnel. The following were felt to be important personnel in the instructional materials team:

a. The Project Director
b. Specialist Staff Members
c. A Writing Team
d. Researchers
e. Consultants
f. A Production Editor
g. Artists or Illustrators
h. An Administrator
i. Teachers to try out the material

1.7 Approximate Work - Schedule will need to be stated as a rough guide to the Project team in organising different phases of the work.

1.8 Budget. It may be necessary to present a detailed yearly budget which will include:

a. Honoraria/fees/salaries for personnel involved;

b. Furniture and equipment needed, together with maintenance and other operating expenses;

c. Supplies and Materials;

d. Sundries.

II The Development Stage

2.1 This stage involves the actual writing and construction of materials by a team of writers, assisted by consultant services.

2.2 The prepared materials will need to be tried out. This may be on a small scale basis. Certain schools will be selected for the tryout, and the teachers in these schools will receive briefing on the procedures.

2.3 The evaluation of the materials used may be done by members of the team itself and by the personnel in the schools directly involved in the tryout.

2.4 Revisions of the materials used will be based on the results of the evaluation.

2.5 The revised materials may be tried out again, on a larger scale: this may involve the regional or national level.

2.6 Evaluation based on 2.5 (above) and further revisions may be carried out when deemed necessary.

III The Dissemination Phase

3.1 This would invove spreading information about the materials, conducting pre- and in-service teacher training courses on the use of the materials, and field evaluation of the new materials.

PART IV

The workshop embarked on a model or sample Project, using the above procedures, in the hope that it could be included as an Appendix. The sample project had endless possibilities but it could not be completed in time.

Our thanks are due to the Consultants Drs Johnson, Dykstra and Spicer who attended the Workshop, and whose suggestions were most helpful. Many of the ideas in the Working Paper, too, were drawn from the paper by Dr F.C. Johnson, 'The Design, Development and Dissemination of Instructional Materials', presented at this Seminar.

WORKSHOP G

CRITERIA FOR THE EVALUATION OF INSTRUCTIONAL MATERIALS

Leader: Mrs Lee Sow Ling

PART I

Introduction

The role of the English language in SEAMEO countries has changed radically within the last two decades and is rapidly undergoing redefinition at the present time. In the ESL countries, namely Malaysia, the Philippines and Singapore, it is an official language used as an alternate medium of instruction and in the EFL countries i.e. Indonesia, the Khmer Republic, Laos, Thailand and Vietnam, it is increasingly accepted as a first or second foreign language. With such changes in role have come new goals for English language teaching which, in turn, have created the need for new teaching materials designed to achieve these goals. It is thus felt in all countries of the region that English language textbooks and other instructional materials produced by British and other Western writers for native learners can no longer be uncritically accepted.

In its discussions, Workshop G was constantly aware of the present need in all member countries for locally produced instructional materials designed to meet the specific goals of ESL or EFL learners and that this demand has created the need for systematic as distinct from ad hoc evaluation of instructional materials. Such evaluation would serve two important purposes:

1. to assess the utility of such instructional materials as are being produced locally and

2. to provide a set of guidelines for the production of the instructional materials so urgently required for the implementation of various English language teaching programmes in SEAMEO countries.

The workshop was aware of the danger of formulating criteria which were too rigorous for existing instructional materials to satisfy but felt nonetheless that it was necessary to spell out systematically a set of criteria against which existing and future instructional materials could be assessed. The existence of such

criteria would enable evaluation to be undertaken in order that defects and inadequacies of current instructional materials could be revealed and remedied. It should perhaps be emphasised that evaluation is not synonymous with selection, but that selection and recommendation should be based on systematic and objective evaluation.

PART II

Organisation of Discussions

Professor G. Dykstra reminded the workshop that instructional materials, being instructional, should be learner-oriented. He stressed also that the general goals of the materials should be capable of being broken down into sub-goals and that criteria could be established which would measure student achievement of these sub-goals leading to an ultimate achievement of the major goals.

The workshop also received advice from the following:

Dr J. Anderson, Dr G.L. Arvidson, Dr C.A. Hidalgo and Dr L.M. Ramish.

Initially the group experienced some difficulty in establishing an adequate conceptual framework in which to order their discussion. To overcome this difficulty the workshop then divided itself into three separate groups each of which had the task of listing what they considered to be the criteria which would enable a practical evaluation to be made of instructional materials. When the three groups re-assembled to compare their findings, they discovered that there was, in fact, a surprising degree of unanimity among them. It then became possible to draw up a set of criteria acceptable to all mambers of the group.

These criteria, which are listed below, would enable what may be termed a "face" evaluation of instructional materials. The group recognised that an external and objective evaluation of materials could and should be made, but considered that the shortage of time prevented it from undertaking an examination of this kind of evaluation.

PART III

Suggested Criteria

In the evaluation of instructional materials, two basic

principles should be kept in mind:-

1. the goals of the instructional material should be desirable and

2. the instructional material should achieve the goals for which it was designed.

The first principle relates to the evaluation of the goals of the instructional material against the broader framework of national policies and English language programmes. The second principle relates to the effectiveness of the instructional material in achieving these goals.

The criteria formulated therefore relate to four aspects of instructional materials:-

A. Goals

B. Linguistic and thematic content

C. Design

D. Auxiliary materials.

A. Goals

1. The material should contain either clearly stated or identifiable goals.

   a. These general goals should be broken down into sub-goals.

   b. The sub-goals should be stated in behavioural terms.

2. These goals should be desirable.

   a. They should be compatible with national aspirations.

   b. They should contribute to international understanding.

   c. They should be capable of further division into sub-goals which are clear to the learner and which are attainable by him in successive steps.

3. These goals should meet the differing needs of the second and and foreign language learner. (In the case of the second language learner, the group considered that English would be learned for the purpose of communication at all levels and in a variety of contexts, and the learner's needs would consequently imply the acquisition of all four language skills. The foreign language learner on the other hand would need to acquire skills which were pertinent to the specialised purposes for which his language learning was intended.)

4. The goals should be attainable within given constraints.

5. They should have an underlying rationale derived from linguistic, pedagogical and learning theory and an awareness of the learner's needs.

B. Linguistic and thematic content

1. The learning items should be selected, graded and sequenced in accordance with sound psycho-linguistic principles.

2. These learning items should be quantitatively adequate for the levels at which they are aimed.

3. The content should show progressive development and continuity.

4. The thematic content should have a cultural component. (The workshop considered that such cultural content would motivate and interest the learner. It would include both the target language culture and the learner's own cultural background.)

5. The content should take into consideration the linguistic background of the learner. (This criterion is appropriate only to those materials which are prepared for a group of learners with a homogeneous linguistic background.)

6. The material should be functional in that it meets the individual social and vocational needs of the learner.

7. There should be provision for activities designed to enable the learner to use in meaningful situations the skills and

concepts acquired and also to maintain the learner's interest.

8. The content should be consistent with the official national syllabus in cases where this syllabus contains detailed specifications of content.

C. Design

1. The material should be appropriately organised.

2. The presentation and the methodology implied should be pedagogically sound.

3. The format, lay-out and illustrations should be appropriate to the age and ability levels of the learner.

4. The material should be readable (the concept of readability accepted by the workshop being that the material should contain inherent interest and suitable structure and vocabulary for the age and ability of those for whom it is intended).

5. The material should be reasonably priced.

6. The material should provide for continuous evaluation of the learner's attainment of sub-goals in order to produce positive learner motivation.

D. Auxiliary materials

1. There should be an appropriate teacher's manual which

   a. explains teaching procedures to be used, in clear terms

   b. suggests alternate teaching techniques

   c. explains the theoretical framework underlying these techniques

   d. provides supporting materials for enrichment

c. allows the teacher sufficient flexibility in the choice of teaching techniques.

2. The material should be accompanied by appropriate

   a. visual aids

   b. workbooks for students

   c. supplementary readers and other auxiliary material

   (The workshop was aware that a whole range of criteria could be established to evaluate these various sorts of aids and supplementary materials. However, it considered that these lay outside the scope of the task it had set itself in view of the limited time at its disposal.)

Although the workshop felt that with more time it would have been able to refine considerably the criteria it had formulated in its discussions, it was hoped nevertheless that the above criteria could serve some practical purpose in contributing towards a more adequate assessment, selection and utilisation of instructional materials currently available in the region and encourage the production of more effective new materials.

WORKSHOP H

AN INSTRUCTIONAL MATERIALS COURSE FOR TEACHER TRAINING

Leader: Dr Lim Kiat Boey

The task of this workshop was to produce an Instructional Materials Course for Teacher Training. The workshop attempted to outline such a course, which would constitute one part of a Pre-Service Teacher Training Course. Trainee teachers require an IM Course in order to be able both to discriminate between alternative materials prescribed for them and to use materials to their best advantage through an understanding of the theory upon which such materials have been based.

GOALS

The workshop began by establishing three broad goals of an IM Course for Teacher Training:

i) To enable the trainee teachers to consider the principles and practical problems of evaluating IM.

ii) To give trainee teachers a general knowledge regarding the preparation of IM.

iii) To equip the trainee teachers with the techniques and skills necessary to make good use of IM, possibly of one specific set of IM.

Of these three goals, the first, concerning the evaluation of IM, was considered the most important though its ultimate significance would depend on the extent to which any system of education was centralised, and in certain situations one of the other goals may become more important.

PREREQUISITES

Before embarking upon an IM Course the trainee teacher should fulfil the following three prerequisites:-

1) he should possess a working knowledge of English

2) he should possess a rudimentary linguistic knowledge of the sounds and structures of the first and second language

3) he should have completed a course in general methodology.

Taking the IM Course as one part of a complete Teacher Training Course, these prerequisites would, in fact, represent the units of the general course to be completed before the units on IM were begun.

CONTENT

The length of the IM Course and the areas emphasised would depend upon the particular problems of the country where such a course was given. However, all the parts constituting the content of our course were considered essential by the workshop. One suggestion regarding planning was that the course be interrupted half-way by a round of teaching practice to allow the trainee to put the course's ideas into practice. Since the order in which the units of the IM Course should be presented would vary according to the situation, the contents are not listed in order of importance. An IM Course should, then, contain:

1) Criteria for the evaluation of IM, with particular reference to the relationship between goals, methods, and materials

2a) the principles and techniques in the development of IM

2b) the supplementation and adaptation of IM

3) the techniques involved in using the various forms of IM

4) the sources of IM i.e. where can expert assistance and additional materials be found

5) the construction and use of AVA

6) practical work in evaluating and preparing IM

Having established the contents of the course, we considered the requirements of each unit in greater detail.

1) Criteria for the Evaluation of IM

The following criteria should be considered:

i) the needs of the learner, compatible with existing national aspirations

ii) the level of the learner's English

iii) the background of the learner and the cultural content of the IM

iv) the frequency of vocabulary and structures

v) the usefulness of the vocabulary and structures

vi) the grading of the IM, including the load of learning, the recycling or revision of materials and the rate at which new structures are introduced

vii) the learnability and teachability of the IM; this would involve several factors - the presentation of the materials, the quality of production, the print size, the use of illustrations, tape-recordings etc., the interests of the learner, the appropriateness of techniques used, the attention to cognitive factors, the use of the mother tongue and of grammar, the clarity of the explanations and the length of the entire course and its units.

2) a) Principles and Techniques in the Development of IM

Here we should consider three general areas of Teacher Training as related to IM:

(1) the teacher must believe in, or at least understand, the bases upon which the IM have been constructed

(2) he must understand the consequences of these bases

(3) he must know how to use the IM as they have been designed to be used

In this part of the course, the trainee teacher could examine a variety of IM, representing as many different sets of IM as possible used in his own country, and maybe even beyond.

b) The Supplementation and Adaptation of IM

Part a) should take precedence over this second part. However, the workshop felt that in most countries in the region a teacher would find himself either needing or wanting to supplement or adapt IM, and should therefore receive training in this field. This does not mean the teacher would be expected to produce a complete set of IM. On the contrary. However, the extent of materials prepared by a teacher would depend upon the level at which he was teaching. The workshop demanded the right of the teacher to supplement and adapt when he felt it necessary. The teacher should not be bound by the limitations of the specific set of IM which he might be using, and some, indeed, felt that he should be encouraged to exercise his independence in preparing supplementary IM.

The course should, however, warn of the factors and dangers involved in the preparation of supplementary materials. Any supplementary materials must comply with all those principles underlying the set of IM which they are supplementing. The whole question of the treatment of so-called problem areas was raised and it was asked whether supplementary materials should not concentrate on areas of success as much as if not more than areas of difficulty. The purpose of supplementary materials should be to practise what has already been learnt, not to teach.

The course should give the trainee teachers examples of the addition of supplementary materials, (to a course), pointing out how the underlying rationale of the course has been maintained. Specific projects could be undertaken e.g. the flannelgraph, to encourage teachers to develop their own materials. The flannelgraph is cheap and simple to make. It allows the teacher to maintain his normal position in the classroom, which in some Asian countries is a factor that has to be considered.

More importantly it is an exercise in which teacher and pupil can participate alike, taking the role of producer one stage further from the teacher to the pupil. After the teacher has given an example of making something with a flannelgraph, the class can make more. Such an exercise could be used, for example, for vocabulary practice.

Another project in preparing IM could be to give the trainee teacher a set of readers as a model with an explanation of the principles of construction. The teacher could then construct more readers.

Throughout three rules or suggestions for preparing supplementary materials should be remembered:

(1) nothing should be written before it has been used orally

(2) the materials should emanate from the classroom work

(3) methods of adapting other materials for one's own purposes should be examined.

3) The techniques involved in using the various forms of IM

Whereas in unit 2, which discussed principles and techniques in the development of IM, we recommended examples be made of a variety of IM, in this unit we recommended the use of one specific set of IM, covering all areas of listening, speaking, reading and writing. The various techniques could then be explored in terms of this one specific set of materials, which hopefully would represent one set of IM commonly used in schools in the region. This is clearly an ideal situation but one advocated wherever possible. At the same time the course should prepare teachers for either the situation where they have a choice of IM, or for the one where they have no choice.

The trainee teacher should then be able to see the beginning and the end product of these IM. Ideally he would observe a class which had almost completed the

materials. Also he should observe a class beginning the course. Both classes should, of course, be presented in as realistic a way as possible. In this way the trainee teacher would see and understand both the problems in setting up the course and the problems associated with the use of that set of IM.

It is important that the teacher be able to view the IM from the viewpoint of the learner. Then he will know better how to make the learner behave as he, the teacher, wants him to be able to behave. To this end micro-teaching or peer-teaching could be used.

Specific techniques for teaching large classes or group work should be treated and both the situational and structural approaches should be examined.

Wherever possible a Teacher's Book should be provided for the course, giving as detailed suggestions as possible without inhibiting the teacher's own individuality and inventiveness.

I should add that though the workshop recommended teaching this part of the course in relation to a specific set of IM, they felt strongly that no set of IM was perfect, and the teacher should always be encouraged to supplement or amend materials wherever he felt they failed, and should emerge from the course flexible enough to teach any other set of IM.

4) The Sources of IM

The title of this smaller point speaks for itself. The course should tell the trainee teacher of organisations, machines, experts in the areas who might be able to give specialist help with IM.

5) The Construction and Use of AVA

The advantages and limitations of AVA should be explained to the trainee teacher. He should be acquainted with the many and various forms of AVA which I will not list here. However, the most obvious but most important, the blackboard, should be thoroughly treated in a talk on 'blackboard science', including all aspects of its use. The availability of AVA in

the region would prescribe which aids should be discussed. Then mechanical aids are available, both their use and maintenance should be taught. Trainee teachers should realise that language activities do not necessarily constitute learning, though they may serve other useful purposes.

6) Practical Work in Evaluating and Preparing IM

This should obviously constitute an important part of the course. As I have discussed the preceding units, I have indicated what practical projects should accompany academic study. Clearly, a unit on AVA should consist primarily of having the trainee teachers produce AVA to be used with their other IM. It might be profitable also to have them write actual evaluations of a set of IM. However, let me stress that the course should set out to teach the teacher to use rather than prepare IM.

CONCLUSION

The course which has been suggested above has incorporated ideas from all the workshop members, who, I must say, made valuable contributions based on their varied experiences. We therefore hope that it may be of some use to teacher trainers in the region, always bearing in mind that modifications and changes in emphasis will be necessary to suit the particular country and situation.

WORKSHOP I

MATERIALS FOR DEVELOPING THE WRITING SKILL

Leader: Mrs Molly Ng Kuen Seong

1. The workshop focussed their discussion on three main areas:

   1.1 Why are we teaching our students to write English? Tha answer is to confirm the listening, speaking and reading skills through writing for communication. Since there is a common fear (among learners of all age groups) of writing - of committing errors in print, this fear needs to be overcome by the provision of interesting and effective instructional materials for writing.

   1.2 What are the differing writing needs of our learners? All learners need to write as one way, an important way, of learning to master the target language for communication. In addition, they will need to learn different kinds of written communication at different levels for different purposes; e.g. as a preparation for tertiary education and for jobs and careers. The staging or programming of the writing component of the English course must be carefully planned in close relationship to the aural-oral and reading skills which, in turn, should examine the needs of the writing skill.

   1.3 What kinds of materials and methods are required to help learners to develop their writing skill? I.e. content and methods of integrating it in the whole teaching programme rather than methods of teaching it.

2. The group went on to discuss the different stages of the writing component. Five or more stages were distinguished, together with types of materials and activities which would help to attain these objectives of each stage. These stages are cumulative and not mutually exclusive. At the stage V level, for example, it may be necessary to refer back to stage I. In other words, the undergraduate's handwriting may be so bad that something has to be done about it. Meanwhile, preparatory aural-oral and reading practice are assumed throughout.

3. 3.1 Stage I deals with penmanship and the mechanics of writing. In some SEAMEO countries, this begins concurrently with oral and reading work. In others, it is delayed to the second year of L_2 studies. The amount of time to be spent on this stage depends on how far writing has been practised in L_1 studies, and on how similar the L_1 symbols are to the roman alphabet. Pre-writing activities may be necessary for co-ordination of hand and eye, and will include the formation of shapes and strokes similar to those which will be needed for writing the letters of the alphabet. When pupils are ready for the latter, their writing should be contextualized. Groups of letters can be classified by similarity of shapes. (The conventional order of letters of the alphabet is not important until pupils need to use dictionaries.) Script should lead to cursive writing as soon as possible so that speed in writing can increase.

3.2 Attention to legibility is to be encouraged at all stages of the writing programme.

4 Stage II. The objective here is the writing of simple (easy and single) sentences. Activities for encouraging the development of writing at this stage include:-

4.1 Copying familiar word groups. (This is a bird, It is pretty.)

4.2 Writing single letters and simple words and phrases from dictation.

4.3 Filling in blanks in sentences, at first with the learner selecting from a list of words supplied, later supplying the words himself.

4.4 Writing meaningful sentences from a substitution table.

4.5 Writing short responses to questions, which may be verbal or written. (e.g. the teacher points to a picture and asks "What's that?" The pupil writes down the words "A picture".)

4.6 Writing longer written answers elicited by X or Y questions and Wh-questions. It may be necessary to specify the first word of the answer. E.g. Are you eight or nine years old? I am eight.

4.7 Substituting a word at specified points in a model sentence.

His name is Mat Ali.
My name is Cheng Soon.
Her name is Samy.

4.8 Writing parallel sentences from cue words.

Mat Ali is sitting down. (Sarah and Swee Lan)

4.9 Writing a sentence without cue words about an object, a person, a place, etc.

4.10 Writing a sentence following the teacher's directions. e.g. Write a sentence about your mother.

5. It is presumed that learners by the end of this stage will not be troubled by a word like 'sentence', and that they will have become accustomed to using capital letters in initial position, and for names. The final full-stop should also have become a habit as well as simple spelling rules.

6. Stage III. Here, the objective is the writing of short passages of related sentences with gradually diminishing control. Activities include:

6.1 The writing of answers to a question series about a given stimulus e.g. picture(s) story, photograph(s), picture post-card(s), familiar situation(s), etc.

6.2 Re-writing a passage with directed changes (e.g. of number, tense or gender). Prof Dykstra's "Anansi Tales" is a useful illustration of this.

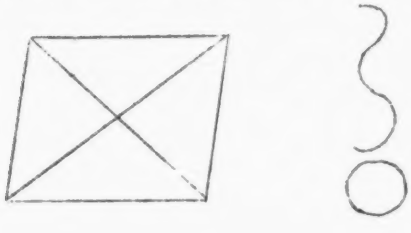
6.3 Adding specified types of phrases to a given passage. (e.g. place or time adjuncts).

6.4 Writing a series of sentences from clues.
E.g. two boys - bicycles - beach - swim - rain - home

6.5 Completing a passage, of which the first and last sentences are given, or only the first or last sentence is provided.

6.6 Writing simple notices, announcements, captions, pieces of news for the school wall newspaper, notes to classmates, etc.

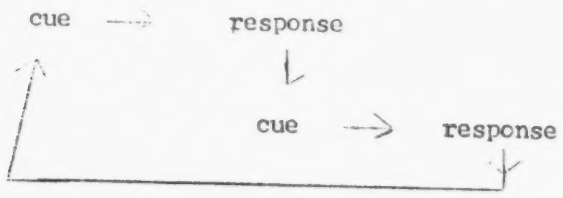
7. 7.1 Stage IV. The objective of this stage might have been simply stated as "The writing of paragraphs" had not a lively discussion on the meaning of "paragraph" ensued. This led to a request to RELC to hold a seminar on semantics in the near future. An additional problem area was how to introduce subordination ("complex sentences") at this stage. Professor Dykstra, who very kindly agreed to be the workshop's resource person, spoke of the advantages of the term DISCOURSE, with its inclusion of productive and receptive aspects. The interrelated parts might be referred to as "Units of Discourse". Prof Dykstra then illustrated the idea of task-oriented communication by an experiment. Some members were given drawings of shapes, and asked to write a discourse such that the receiver could re-produce the shapes without seeing the original. Examples of the shapes are



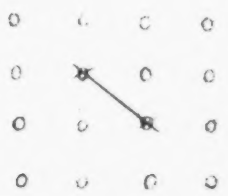
The experiment showed that while communication was successfully made by some members, the problems of communicating even the simplest task were acknowledged.

7.2 In the classroom, Stage I application of this experiment could be to give a cue to learner 1 (e.g. a drawing of the letter "C") and ask him to copy it. He would then pass his copy (the response to learner 2, who would copy what he saw. Both learners would then compare their drawings with the original to confirm their results.

Schematically, this can be represented as:



7.3 Students could also design their own tasks, using grids.



7.4 Learner 1's task might be to describe the crosses and joinings so that learner 2 would be able to reproduce them accurately on his own grid. Comparison of the response with the original clue leads to discovery of what essential information was omitted. Such exercises are self-teaching and self-correcting. It was emphasized that the ability to perform such communication tasks depended on the work done in earlier stages. The structures and lexis needed should be orally and visibly available before the task is attempted.

7.5 The following suggestions were made as aids to writing longer and more complex sentences:

7.5.1 Adding specified types of clauses to a text (cf. "Ananse Tales").

7.5.2 Using the "Dictacomp" model described in a recent edition of the "Forum", in which dictation is used as an aid.

7.5.3 Making substitutions in model discourses (see RELC Journal 11, page 81).

7.5.4 Cross-cultural problems need to be explained to learners at this stage, such as the way of writing the date, layout of an address, and differences of social formulae, where direct translation must be avoided (e.g. "I hope that your body is well" for "How are you?"). These problems must be dealt with orally before writing is attempted. Where necessary, dramalets can be provided in the classroom situation. This was mentioned in Prof Spicer's talk about the preparation of French lesson units for British Primary School pupils.

7.6 It follows from this that the teaching of the various skills should not be split up among various teachers, where one teacher may be responsible for reading, another for structure, yet another for writing, etc.

7.7 Teachers' manuals are essential and should include information on the above points.

8. Stage V and above (Advanced Stages). These stages again differ in the SEAMEO countries. The main objective of developing writing skill at these levels is to write a discourse for a specific purpose, involving a considerable variety of modes of writing. These include:

8.1 Personal and formal letters.

8.2 Directions and explanations of processes.

8.3 Formal and informal invitations.

8.4 Reports e.g. job reports and summary, reports of events.

8.5 Form-filling and form-designing.

8.6 Drafting of telegrams.

8.7 Note-making, and later, note-taking.

8.8 Arguments for and against leading to a reasoned conclusion.

8.9 The writing of circulars, memoranda, editorials and commercials.

9. 9.1 By Stage V and above, the General English Course would probably end, and specialised courses (English for Special Purposes) would begin. For these advanced learners, it was felt that resource and/or instructional materials should not be taken from literature of a bygone age, especially where the English used is antiquated or showing signs of age. Rather, such materials should be selected from current literature like journals or magazines. One source which is easily available in Southeast Asia is the Asia Magazine which is distributed free of charge with every copy of the Sunday Times.

9.2 It was also agreed that resource and/or instructional materials should be carefully selected to meet the needs, both national and curricular, of the learners in order that learners be not unduly burdened with learning English from materials which are unfamiliar or of no direct bearing to their learning programmes. E.g. when the learners are struggling to learn English for general purposes, they should not be overly exposed to literary English. On the other hand, Science and Technical students should not be made to read literary texts purely for the sake of appreciating certain genres.

10. The lexical component. In order to improve the writing skill, learners need to be exposed to different kinds of writing through reading. Vocabulary-building exercises are very important to learners of Stage IV and above. The following are some useful sources:

10.1 The need to encourage the use of a good dictionary which stresses usage and which includes more than just head-words; e.g. the different forms of various parts of speech should be included as well as examples of current usage.

10.2 Conversation or topic lists to be built up on the lines of Michael West's Minimum Adequate Vocabulary (V. 'Teaching English in Difficult Circumstances').

10.3 Periodicals on all kinds of subjects for a broad base on which to build special varieties of English at higher stages.

11. Frequency of written assignments. Writing should be regarded as a step in the sequence listening - speaking - reading - writing and, as such, to be used to help fix other language habits. 'A little at a time and often' is to be preferred to infrequent, full-scale - and dreaded - operations.

WORKSHOP J

DEVELOPING ORAL MATERIALS FOR SECONDARY LEVEL

Leader: Mr G.A. Pittman

PREAMBLE - REGIONAL VARIATIONS OF "SECONDARY" LEVEL LANGUAGE TEACHING

It was considered that the word 'Secondary' would lead to difficulty since the levels of language development in the school system of the various participants was very different. At Secondary Level, students from the Khmer Republic, Thailand, and Vietnam are essentially at the beginner stage, while those from Singapore, Malaysia, Philippines have a considerable experience of English, many of them having used English as the medium of instruction at primary level. Students at secondary level in Papua New Guinea have all used English as the medium of instruction since the beginning of Primary school.

Participants were invited to divide into smaller groups to consider the different problems presented at Secondary Level in the various areas or whether the word 'Intermediate' or 'Non-beginners' should be substituted for 'Secondary'.

Participants from Vietnam, Thailand, and the Khmer Republic favoured initially work at the beginner level, but agreed later that rather than splitting up the group they would agree to work at a more advanced level.

It was agreed that the Workshop would concern itself with a non-specific secondary course leading to subsequent specialization if necessary. It was agreed that the intermediate was the area in which the greatest difficulty lay because the beginner stage, and the needs of specialist learners, were both areas which were fairly well defined, and in which a large and ever growing amount of material is available.

CONCLUSION 1.

It was agreed that the instructional materials must be suitable to the level of maturity of the pupil.

The need to limit our area of investigation

Areas of oral language were identified and also points of emphasis. The grammatical-situational approach was suggested, where the linguistic form is exercised and developed within a particular

situation. It was agreed that other areas such as phoneme discrimination, stress, rhythm and intonation and general conversational English were also considered important and some specific classroom techniques were suggested and briefly discussed by participants.

Prof Johnson joined the group as consultant and proposed three stages in oral work viz:

1. Systematic presentation
2. Controlled pattern practice
3. Use

In the third stage other aspects of language may legitimately be used, i.e. a written cue may be used to stimulate free responses. Ideally pupils should be placed in a communication situation e.g. where one pupil has to communicate specific information to another pupil (perhaps by reading instructions) who has to carry out a task and where on completion the pupils can check that communication has actually taken place.

CONCLUSION 2.

After discussion and demonstration it was agreed "That pattern practice being restrictive should be supported by the application of the structures to functional situations wherever possible."

Prof Johnson argued that the complexity of the language should be controlled rather by the task to be accomplished, i.e. the task to be carried out must allow for a level of redundancy appropriate to the stage of development of the student. The task must also be designed so that communication breakdown is related to the particular structures that the task was designed to test.

Prof Johnson was also asked to comment on the relationship between oral work and reading at the Intermediate level. Prof Johnson felt that at this stage reading became more important than oral work for the introduction of new vocabulary and structure. However, oral work and reading will both develop best if coordinated. It was agreed that the balance between written work and oral work would depend on goals. If reading skills are the most highly desired, this could have implications for the kind of vocabulary used in oral work e.g. a more formal rather than conversational variety of language might be employed.

CONCLUSION 3.

The group concluded - "As both a classroom activity and a testing device, pupils should be placed in a communication situation where a specific task has to be carried out and where communication will break down if the necessary pre-learning has not taken place."

Group Techniques

Oral communication situations, it was felt, necessarily require work in groups, but participants thought that there are many difficulties involved in group work. Many participants admitted that they had tried group work and had had no success. Participants were therefore invited to talk about successful experiences with group work that they have had.

Several advantages and uses of group work were mentioned, but some participants still expressed some scepticism about the time necessary for the preparation of materials for group work and the time that is occupied in moving into groups, etc; others felt that group work could be time-saving in using time more effectively in terms of the individual pupil, that there need not be additional preparation of materials and that the use of groups could lighten the teacher's work.

CONCLUSION 4.

The participants concluded that group work was rich in possibilities and resolved to explore these possibilities. The participants also agreed that the quality and training of the teacher was an important and perhaps overriding consideration in success.

There was some further discussion of the cultural content in language teaching and it was agreed that English as a second language should be fundamentally a tool. There was some disagreement as to the amount of English cultural content that could be introduced at an advanced stage in the course.

The group began to discuss the preparation of specific oral materials, but again found it necessary to consider the differences that obtain throughout the region. Several points were made:

1) That there is a greater need for oral fluency in some areas than in others.

2) That there is greater reliance upon written materials where the teachers' language competence is lacking.

3) That the concentration on the written form in terminal examinations inevitably leads to a concentration upon written work.

4) That in some areas a reading knowledge of English is more relevant to the countries' needs than oral fluency.

At this point Professor Dykstra joined our group.

Professor Dykstra, while admitting that there was little hard data on the subject, said that those working in the field were generally agreed that there is effective learning transference from oral skills to reading and writing. However, he pointed out that if graphic skills are required, then specific training in those skills will be the most effective.

It was suggested that free communication situations will lead to unacceptable inaccuracies in the students' English. Professor Dykstra agreed that this problem worried many people and said that people concerned with "correctness" have to alter their ultimate goal from "Communication" to "Communication in a specified form", and showed that this revised goal could also be attained through a communication situations approach.

Professor Spicer joined the group as consultant and described the use of materials to aid oral work at Intermediate level in the project with which he had been concerned.

1) Tape accompanied by slides was used to present a situation in which a particular structure was introduced, leading to contextualised exercises based on the tape, and short improvised plays presented by the pupils.

2) Tapes were used for drill examples.

3) Tapes were used for aural comprehension; occasionally pupils were tested in their native language.

4) Tapes were used for the presentation of songs.

5) Tapes were used to present quiz questions as the starting point for oral composition.

6) Tapes were used for remedial work, usually in small groups.

7) At the final stage in the programme sound film was also used.

8) Puppets were also used particularly to stimulate shy children to take part in oral work.

9) A very wide range of visual aids was also employed to support the tapes and to create situations to elicit suitable responses.

10) Books of games which stimulate the use of particular structures were found useful.

Techniques were discussed for using a tape to stimulate both free and relatively structured responses.

It was noted that the English Primary School teacher teaching French is comparable to the teacher of English in Southeast Asia and the South Pacific in that they have only a weak grasp of the language they are teaching. Both need good materials and the maximum possible help in using the materials effectively.

CONCLUSION 5.

The Workshop concluded that, where necessary, syllabus, teachers books aids, workbooks, tape recorders and perhaps TV should be available to support the oral work of the teacher.

FINAL COMMUNIQUE

The week-long Regional Seminar on 'Instructional Materials for English Language Teaching', attended by 250 delegates from 20 countries and territories at the Regional English Language Centre in Orange Grove Road was concluded shortly after noon today.

Participants included senior English language teaching personnel from all the member countries of the Southeast Asian Ministers of Education Organization (SEAMEO) - Indonesia, Khmer Republic, Laos, Malaysia, Philippines, Thailand, Vietnam and Singapore - and from Australia, Territory of Papua and New Guinea, France, Guam, Hong Kong, Iran, Korea, New Zealand, South Pacific Commission, Taiwan, United States and the United Kingdom. 19 representatives from 14 publishers, and 50 members of the course participants and staff at the Regional English Language Centre also participated.

Participants spent four days in Plenary Sessions and two days in Workshop Sessions. Reports on the status of instructional materials for teaching and learning English in each of the SEAMEO countries as well as a report on the Regional English Language Centre instructional materials development programme were presented.

The seminar gained much useful information from reports on foreign or second language materials projects undertaken in and outside Southeast Asian countries, and considered new approaches to the preparation of basic elementary and advanced writing materials. Papers were also presented on a system for materials design, a system of goals and tests in materials preparation, the relationship between applied linguistics and sociolinguistics and instructional materials preparation, and practical aspects of preparing materials for publication.

During the workshop sessions the participants divided into small groups to work out guidelines, goals, sets of criteria, and, in some cases, sample materials for courses covering a wide range of situations. These included intensive courses for students preparing to enter English-medium universities and other tertiary level institutions, beginning reading in elementary and secondary schools, developing writing skills at different levels, and developing oral skills at intermediate level.

The development of programme-assisted materials and of individualized reading materials were also examined in detail. Criteria for evaluating materials, guidelines for the organization of instructional materials projects, and an outline for a course in the evaluation and preparation of instructional materials designed for teachers in training were also proposed in the workshops.

The seminar stressed the need for well thought-out materials with clearly specified goals based on the learners' needs at all levels of English learning. Supplementary materials can and should be produced at both the national and regional levels to complement existing basic courses. While underlining the importance of effective materials in the English language teaching situation participants affirmed the necessity for well trained teachers and motivated learners.

The seminar recommended that the Regional English Language Centre could play an especially useful role in Southeast Asia by collecting and making surveys and evaluations of materials for learning English, particularly English for specialized purposes, and disseminating its findings in the region. The Centre is also in a unique position to be able to promote cooperation between materials preparation teams working in different countries in the region. Recommendations were also made that the Centre produce handbooks for teachers on the evaluation of materials and on the preparation of reading laboratory materials, and study the feasibility of initiating other materials projects for the benefit of the region.

SEMINAR EXHIBITION OF INSTRUCTIONAL MATERIALS FOR ENGLISH LANGUAGE TEACHING

International agencies and leading publishers assembled a wide variety of instructional materials on several aspects of teaching and learning English as a second or foreign language for display at the Seminar Exhibition which was held concurrently with the Seminar. These materials included textbooks, coursebooks and readers prepared in Southeast Asia and elsewhere and many of them were specially obtained for the Exhibition. Individualized reading programmes, tapes and records were also available for examination. The Exhibition was open to principals and teachers of schools, staff of the universities, teacher training college and other institutions, who all took advantage of the opportunity to acquaint themselves with specialist materials not often easily available in one place. Grateful thanks and appreciation for their enthusiastic support and cooperation are due to:

Angus & Robertson

Graham Brash

British Broadcasting Corporation/Chopmen Enterprises

British Council

Collier Macmillan International/Pan Pacific Book Distributors

Federal Publications

Heinemann Educational Books (Asia) Ltd.

Jacaranda Press

Longman Group Ltd.

McGraw-Hill Book Company

McGraw-Hill Far Eastern Publishers (Singapore) Pte. Ltd.

Macmillan & Co. (S) Pte. Ltd.

Open Court Publishing Company/Interport Corporation

Oxford University Press

Preston Corporation

Singapore Educational Television Service

United Publishers Services

DISPLAY OF INSTRUCTIONAL MATERIALS PRODUCED IN SOUTHEAST ASIA

In the Library, a display of instructional materials specifically prepared to meet the requirements of the teaching situation in a particular Southeast Asian country was mounted. Materials from every SEAMEO member country were represented. Participants from member countries thus had the occasion to examine each other's instructional materials. Appreciation and thanks are expressed to all those participants who kindly brought their materials for display and then left them for inclusion in the library collection.

RELC DISPLAY

A special display on the SEAMEO Regional English Language Centre was mounted near the entrance to the RELC Auditorium. Through word and picture, it depicted the functions and activities of RELC, the milestones it had reached and the regional nature of its endeavours. By means of this display, it was hoped that, at the end of the Seminar, all Seminar participants had become more fully acquainted with RELC and would continue to remain in contact with the Centre.

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